Academic Integration: Connecting with Students Outside of the Classroom

A look at survey results…

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Lisa Burger, Student Success Center

April 2008

Overview

- Undergraduate Academic Advisee Survey
  - N (907) good surveys analyzed
  - Analysis

- Academic Adviser Survey
  - N (107) good surveys analyzed
Demographic Information

- **Gender:**
  - Male: 40.2%
  - Female: 59.8%
- **Majors:**
  - All represented, except for two education fields
- **Year in School:**
  - Freshman: 21.4%
  - Sophomores: 22.6%
  - Juniors: 24.2%
  - Seniors: 31.8%

Course delivery
- Campus Only: 86.2%
- Distance Only: 3.4%
- Combination: 10.4%

Transfer Rates
- Non-Transfer: 75.1%
- Transfer: 24.9%

GPA
- Mean GPA 3.29

Age
- Mean age 21.14 years
Demographic Information

- **Credit Load**
  - Less than 12 credits: 5.6%
  - 12-19 credits: 91.9%
  - More than 20 credits: 2.5%

- **Employment while in school**
  - Yes: 68.6%
  - No: 31.4%

- **Hours a week worked:**
  - 1-10: 26.5%
  - 11-20: 41.8%
  - 21-30: 20.1%
  - More than 30: 11.6%

Advisement Session

- **What do you do to make session productive?**
  - Actively listen during appointment (86.1%)
  - Research my major and minor requirements (82.1%)
  - Prepare for appointment (77.8%)
  - Next closest was at 44.8% (Get to know adviser)

- **Do you know who your academic adviser is?**
  - Yes: 92.4%
  - No: 4.3%
  - Do not have an adviser: 3.4%

  Majority stated that they meet with their adviser one time a semester for about 11-20 minutes.
Advisement Session

• How important is it to get to know your adviser?
  – Very Important: 32.4%
  – Important: 38.8%
  – Somewhat Important: 28.8%

• Do you feel you have gotten to know your adviser?
  – Yes: 54.0%
  – No: 37.3%
  – Don’t know: 8.7%

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>Seldom</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has your adviser discussed the value and purpose of a liberal arts education?</td>
<td>49.8% (412)</td>
<td>25.0% (230)</td>
<td>15.2% (125)</td>
</tr>
<tr>
<td>Has your adviser informed you of the UND General Education Requirements?</td>
<td>8.6% (79)</td>
<td>24.4% (202)</td>
<td>67.1% (566)</td>
</tr>
<tr>
<td>Has your adviser encouraged you to become involved in community/university activities?</td>
<td>38.3% (316)</td>
<td>34.2% (282)</td>
<td>27.5% (227)</td>
</tr>
<tr>
<td>Has your adviser assisted you in developing long-term educational goals?</td>
<td>22.2% (183)</td>
<td>24.7% (204)</td>
<td>53.1% (438)</td>
</tr>
<tr>
<td>Has your adviser assisted you in developing long-term career goals?</td>
<td>29.8% (245)</td>
<td>31.0% (255)</td>
<td>39.2% (323)</td>
</tr>
</tbody>
</table>
Quality of Advising

Most rewarding aspect of meeting?
- Discussing career choices (69.6%)
- The rest dropped off a lot

What can adviser do to enhance the process?
- Discuss career options (56.3%)
- Get to know advisees on personnel level (45.2%)
- Prepare for advising sessions (31.7%)

Adviser's strengths
- Professional and competent demeanor (79.2%)
- Thorough knowledge of graduation requirements (72.2%)

Frustrations with process
- Adviser not excited to meet with me (39.1%)
- Changes in policies or procedures (34.7%)
- Changing advisers (27.3%)

Have you ever considered replacing your adviser?
- Yes: 36.3%
- No: 63.7%

For what reason:
- Adviser showed little or no interest in me (57.4%)
- Changed my major (30.9%)

Would you recommend your adviser?
- Yes: 61.9%
- Yes, with reserve: 20.5%
- No: 17.6%
What is your overall assessment of your academic advising experiences at UND?

- Very Satisfied: 26.9%
- Satisfied: 47.3%
- Dissatisfied: 15.5%
- Very Dissatisfied: 9.1%

Significant difference between GPA and satisfaction

- Post Hoc revealed difference between Very Satisfied and Very Dissatisfied groups
Quality of Advising Analysis

* Significant difference between GPA and having an adviser
  - Post Hoc revealed difference all groups and no adviser

<table>
<thead>
<tr>
<th>GPA</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.679</td>
<td>2</td>
<td>1.340</td>
<td>5.117</td>
<td>.006</td>
</tr>
<tr>
<td>Within Groups</td>
<td>225.694</td>
<td>862</td>
<td>.252</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>228.373</td>
<td>864</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quality of Advising Analysis

* Significant difference between rank and satisfaction
  - Post hoc revealed difference between Freshmen and Seniors (Freshmen more satisfied!)

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>160</td>
<td>3.13</td>
</tr>
<tr>
<td>Sophomore</td>
<td>169</td>
<td>2.89</td>
</tr>
<tr>
<td>Junior</td>
<td>190</td>
<td>2.05</td>
</tr>
<tr>
<td>Senior</td>
<td>265</td>
<td>2.93</td>
</tr>
<tr>
<td>Total</td>
<td>774</td>
<td>2.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subtraction</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>9.125</td>
<td>3</td>
<td>3.042</td>
<td>3.863</td>
<td>.009</td>
</tr>
<tr>
<td>Within Groups</td>
<td>600.245</td>
<td>770</td>
<td>.737</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>619.371</td>
<td>773</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Quality of Advising Analysis**

- Significant difference between gender and satisfaction

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>300</td>
<td>2.82</td>
</tr>
<tr>
<td>Female</td>
<td>409</td>
<td>3.00</td>
</tr>
<tr>
<td>Total</td>
<td>769</td>
<td>2.93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>6.264</td>
<td>1</td>
<td>6.264</td>
<td>7.940</td>
<td>0.005</td>
</tr>
<tr>
<td>Within Groups</td>
<td>507.915</td>
<td>757</td>
<td>690.782</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>614.208</td>
<td>758</td>
<td>788</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quality of Advising-not met**

- Why haven’t you met with your adviser?
  - Haven’t needed to meet: 69%
  - Do not know who adviser is: 22.4%
  - Do not know how to contact: 8.6%
Making Connections

- Do you know how to contact your adviser?
  - Yes: 93.9%
  - No: 3.7%

- How accessible is your adviser?
  - Very accessible: 36.2%
  - Accessible: 35.3%
  - Somewhat accessible: 19.4%
  - Not at all accessible: 3.6%

Qualitative Comments

- A lot of information to still be analyzed!
- Some questions had more than 300 responses!
- Last page of survey had more than 1300 responses!
Gender
- Male: 57.7%
- Female: 42.3%

Academic Rank
- Lecturer: 1.9%
- Instructor: 2.8%
- Assistant Professor: 40.7%
- Associate Professor: 29.6%
- Professor: 21.3%
- Professional Adviser: 2.8%
Demographic Information

How many years have you been advising?
- 0-2: 10.8%
- 3-4: 14.4%
- 5-7: 7.2%
- >7: 67.6%

How many advisees are assigned to you?
- Less than 30: 68.8%
- 30-60: 19.3%
- 61-100: 10.1%
- More than 100: 1.8%

Do you advise students who are not assigned to you?
- Never: 9.9%
- Seldom: 38.7%
- Frequently: 51.4%

Advisement Session

• Majority state that they meet once a semester and take 10-15 minutes to prepare.
  • Similar to what students said

• Do they discuss the importance of liberal arts education?
  - Never: 6.5%
  - Seldom: 38.3%
  - Frequently: 55.1%

  • Student majority said that they have not discussed
Advisement Session

- Majority stated that they were very familiar with current GER.
- Majority stated that they were only somewhat familiar with new Essential Studies requirements.
- Majority said that they frequently discuss both long-term educational and career goals with students.

Making Connections

- Hours week available:
  - 0-4: 17.9%
  - 5-8: 34.9%
  - 9-12: 17.9%
  - >13: 29.2%
- How are you accessible:
  - Appointment: 97.2%
  - E-mail: 94.4%
- Anticipate response for email:
  - Within an hour: 22.8%
  - Within a day: 57.4%
  - Within 24 hours: 18.8%
  - Within a week: 1.0%
  - Different than student
Mixed Views on Connections

Importance of getting to know advisees:

4. How important is it for you to get to know your advisees?

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>37.7%</td>
</tr>
<tr>
<td>Important</td>
<td>37.7%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>22.6%</td>
</tr>
<tr>
<td>Not at all important</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

Tools and Resources

1. Do you feel competent in accessing Campus Connection to:

<table>
<thead>
<tr>
<th>Access Item</th>
<th>Not competent</th>
<th>Somewhat competent</th>
<th>Very competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Credit Summary</td>
<td>28.3% (28)</td>
<td>46.5% (46)</td>
<td>25.3% (25)</td>
</tr>
<tr>
<td>Degree Progress (degree audit)</td>
<td>27.8% (27)</td>
<td>40.2% (39)</td>
<td>32.0% (31)</td>
</tr>
<tr>
<td>View unofficial advising transcripts</td>
<td>17.2% (17)</td>
<td>29.3% (29)</td>
<td>53.5% (53)</td>
</tr>
<tr>
<td>View list of course offerings</td>
<td>5.0% (5)</td>
<td>13.0% (13)</td>
<td>82.0% (82)</td>
</tr>
<tr>
<td>View schedule of classes</td>
<td>5.0% (5)</td>
<td>11.0% (11)</td>
<td>84.0% (84)</td>
</tr>
<tr>
<td>Help students add drop or swap classes</td>
<td>31.3% (31)</td>
<td>30.3% (30)</td>
<td>38.4% (38)</td>
</tr>
<tr>
<td>Help students register for classes</td>
<td>31.3% (31)</td>
<td>30.3% (30)</td>
<td>38.4% (38)</td>
</tr>
</tbody>
</table>
## Tools and Resources

- **What could UND do to aid you in the advising process?**
  - Offer rewards or incentives for advising: 50.6%
  - Hire faculty/staff for advising: 49.4%
  - Offer release time to focus on advising: 48.2%

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## Tools and Resources

- **Would you find advising workshops valuable to improve your advising skills?**
  - Yes: 49%
  - No: 31%
  - Have not attended: 20%

- **What topics would be good? (Only qualitative)**
  - Essential Studies
  - Campus Connection and its tools (audit)

- **How did you find out about workshops?**
  - U-Letter: 67.3%
  - E-mail: 63.3%
  - Not aware of workshops: 13.3%
Tools and Resources

6. How familiar are you with the following campus resources or learning opportunities for your students?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Not familiar</th>
<th>Somewhat familiar</th>
<th>Very familiar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>17.9% (18)</td>
<td>47.5% (48)</td>
<td>34.7% (35)</td>
</tr>
<tr>
<td>Disability Services for Students</td>
<td>8.9% (8)</td>
<td>43.3% (43)</td>
<td>43.0% (48)</td>
</tr>
<tr>
<td>Student Health Services</td>
<td>14.9% (15)</td>
<td>53.5% (54)</td>
<td>31.7% (32)</td>
</tr>
<tr>
<td>Student Success Center</td>
<td>36.0% (38)</td>
<td>37.0% (37)</td>
<td>24.0% (24)</td>
</tr>
<tr>
<td>University Writing Center</td>
<td>4.9% (4)</td>
<td>34.0% (34)</td>
<td>60.0% (60)</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>11.9% (11)</td>
<td>57.0% (57)</td>
<td>32.0% (32)</td>
</tr>
<tr>
<td>Math Learning Center</td>
<td>48.0% (48)</td>
<td>33.0% (33)</td>
<td>19.0% (19)</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>22.9% (22)</td>
<td>44.0% (44)</td>
<td>34.0% (34)</td>
</tr>
<tr>
<td>Honors Program</td>
<td>11.9% (12)</td>
<td>42.6% (43)</td>
<td>45.5% (46)</td>
</tr>
<tr>
<td>Integrated Studies</td>
<td>27.3% (27)</td>
<td>38.0% (38)</td>
<td>35.0% (35)</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>5.9% (3)</td>
<td>65.0% (65)</td>
<td>25.0% (25)</td>
</tr>
</tbody>
</table>

Quality of Advising

What do you do to make advising session productive?

- Listen: 98%
- Discuss student's interests: 87%
- Keep current with changes: 85%
Quality of Advising

2. Do you find the academic advising process an enjoyable experience?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very enjoyable</td>
<td>48.0%</td>
</tr>
<tr>
<td>Somewhat enjoyable</td>
<td>41.0%</td>
</tr>
<tr>
<td>Not very enjoyable</td>
<td>11.0%</td>
</tr>
</tbody>
</table>

Quality of Advising

3. Do you feel your advising sessions are a valuable learning experience for your students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>43.0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>54.0%</td>
</tr>
<tr>
<td>Not often</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
What do you find most rewarding about advising?
- Discussing Career Choices: 69%
- Learning something new about advisee: 68%
- Helping students through process: 67%

What do you find most frustrating?
- Advisee not prepared: 55%
- Advisees with no questions: 48%
- Advisees that miss appoint: 47%
- Limited recognition from admin: 44%
Quality Advising

Do you feel advising should be used in the promotion/tenure process?

- Yes: 55%
- No: 19%
- Uncertain: 26%

So now what???
Purposeful Assignment of Advisees

- Collect information at Getting Started
- Assign advisees with a purpose...
- Relatively little work, with large impact!

Aviation Student Profile
This questionnaire will be used to successfully place you with an aviation academic advisor who will assist you both academically and professionally for your duration at UND.

Name: ___________________ ID: ____________
Major: ________________________
Hometown/State: _______________________
What are your career aspirations?

What are your hobbies and interests?
Some departments on campus already require

Aviation Department Policy:
- All new freshman and transfer students
- Students who received deficiencies
- All students below a 2.50 GPA

Student feedback generated through focus groups and graduation interviews
- Very favorable
- Proactive measure
Welcome Weekend Advising Session

- Have students assigned prior to the start of fall classes
- Have faculty involvement during the one hour advising workshop for each college
- August 24, 2009 at 11:00am...mark your planner!

Advising in Faculty Evaluations

- Aviation Department Approach
  - Teaching
  - Research
  - Service
  - Advising
    - Measured by student feedback (evaluation) and training
    - Percentage based on number of advisees
Questions

Other ideas?