

## Student Perceptions of Academic Advising at Illinois State

---

During the Fall 2010 semester, University Assessment Services at Illinois State University administered a survey to students concerning University College Academic Advisement. Although 1,032 respondents completed the survey, only 784 provided usable data due to respondents simply answering the demographic questions but not completing the rest of the survey. The survey was administered online through SelectSurvey and consisted of several closed-ended questions and two open-ended questions at the end of the survey. The results of the open-ended questions have been provided prior to this report. The following report contains the results of the close-ended questions (in terms of the percentages of each response option to each item) and the research questions. It is divided into four sections to ease the understanding of the results. The four sections are:

1. Demographic percentages
2. Answers to the research questions
3. Item response percentages (with the '*No basis for response*' option included)
4. Item response percentages (with the '*No basis for response*' option excluded)

The '*No basis for response*' option was included in Section 3 so that the percentage of students who could not comment on the items could be examined. The '*No basis for response*' option was excluded in Section 4 so that the range of responses from those who could comment on these items could be examined.

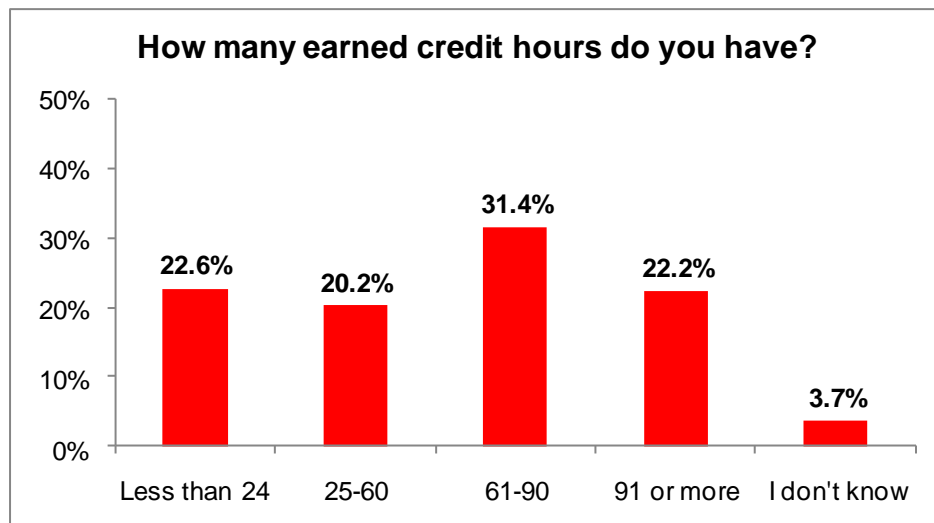
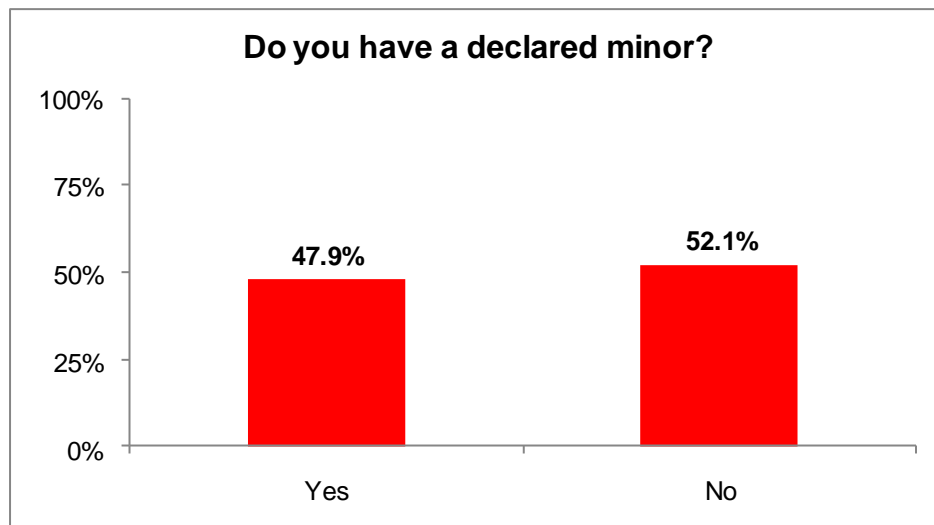
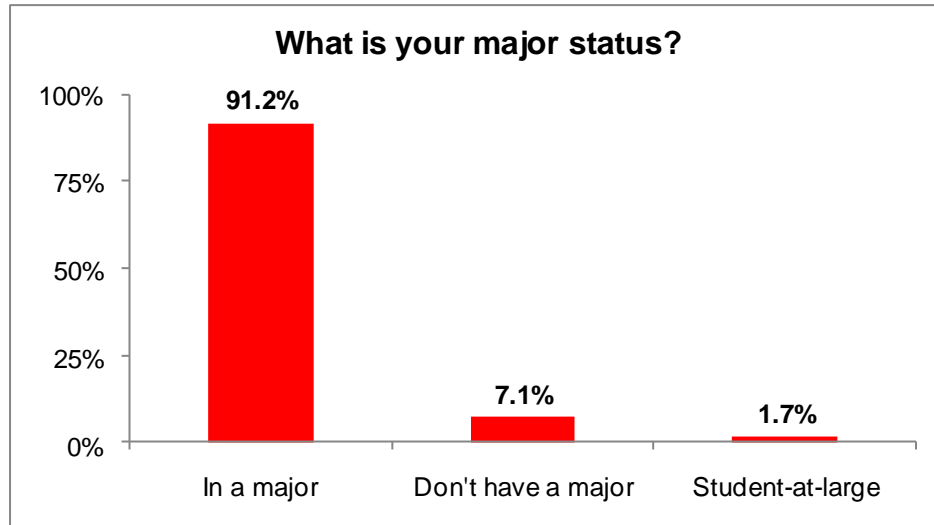
Please feel free to contact University Assessment Services if you have questions, comments, and/or concerns. Our phone number (309) 438-2135, and our e-mail address is [assessment@ilstu.edu](mailto:assessment@ilstu.edu).

# **Section 1**

## **Demographic Percentages**

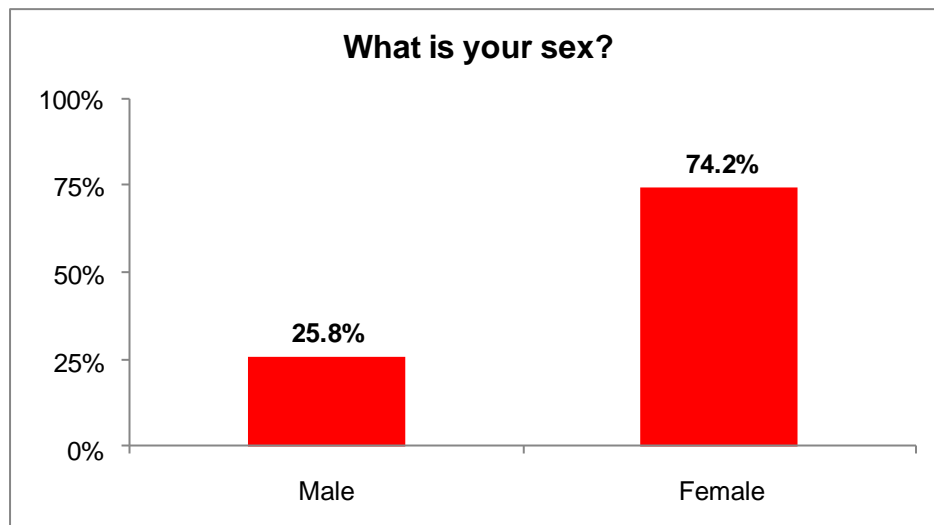
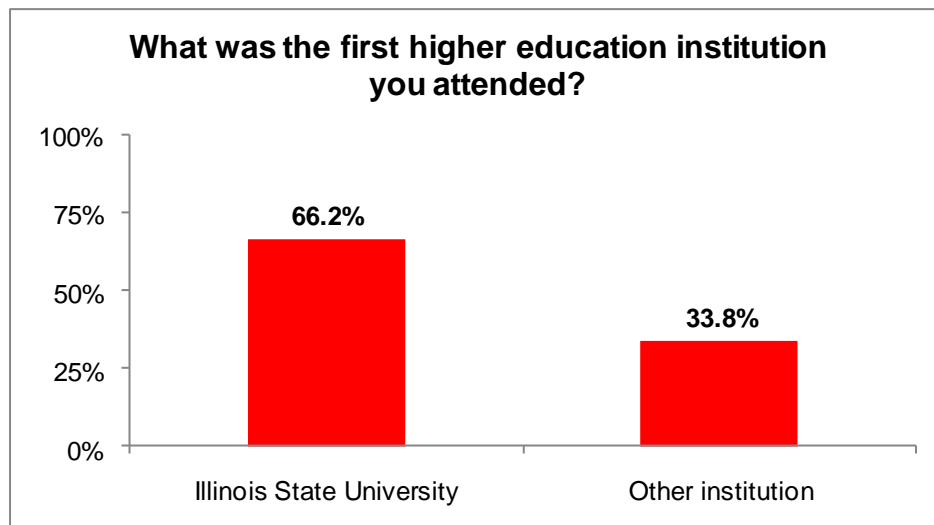
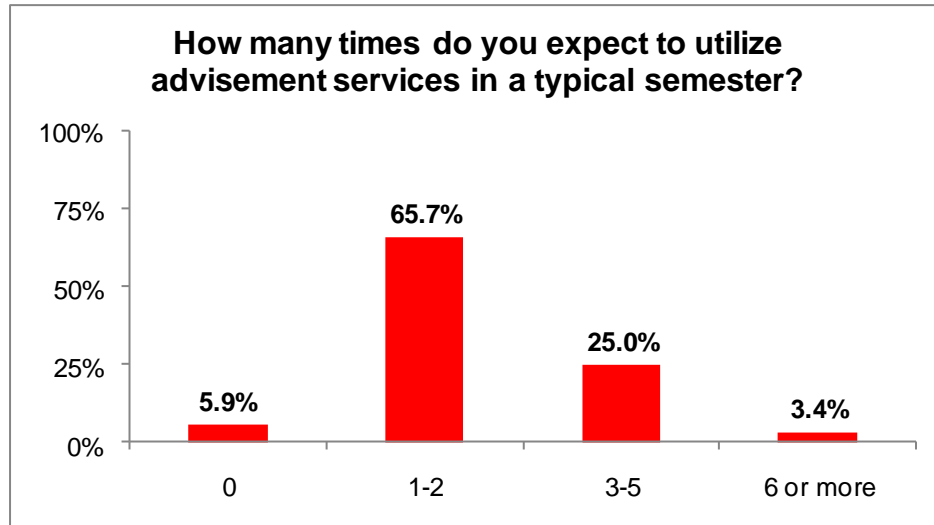
## Student Perceptions of Academic Advising at Illinois State

---



## Student Perceptions of Academic Advising at Illinois State

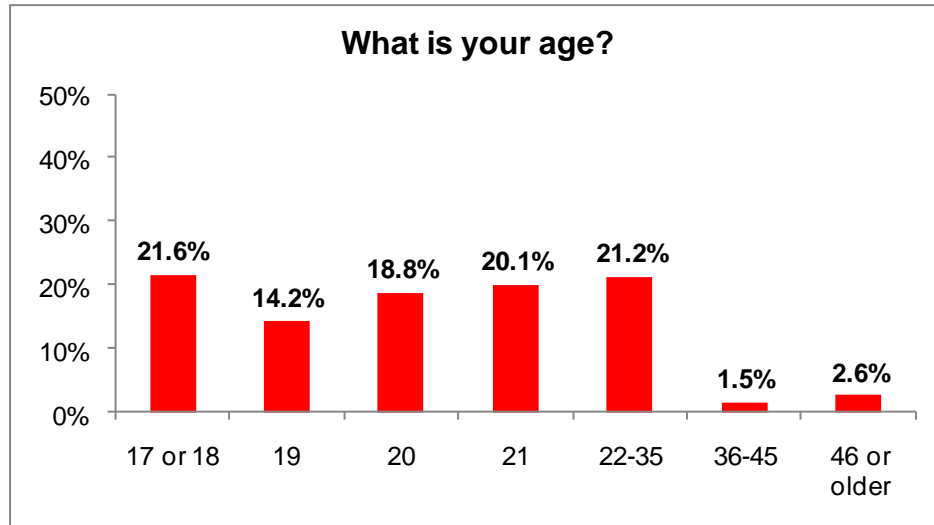
---



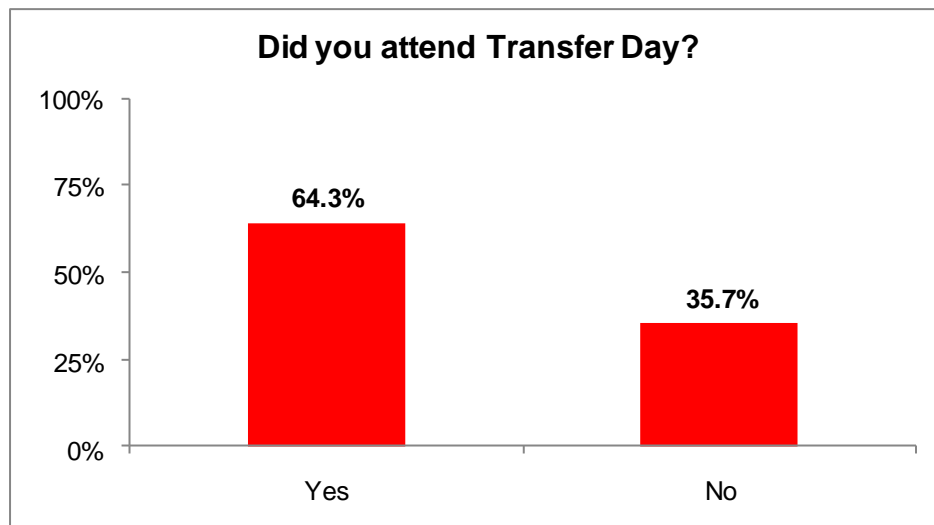
## Student Perceptions of Academic Advising at Illinois State

---

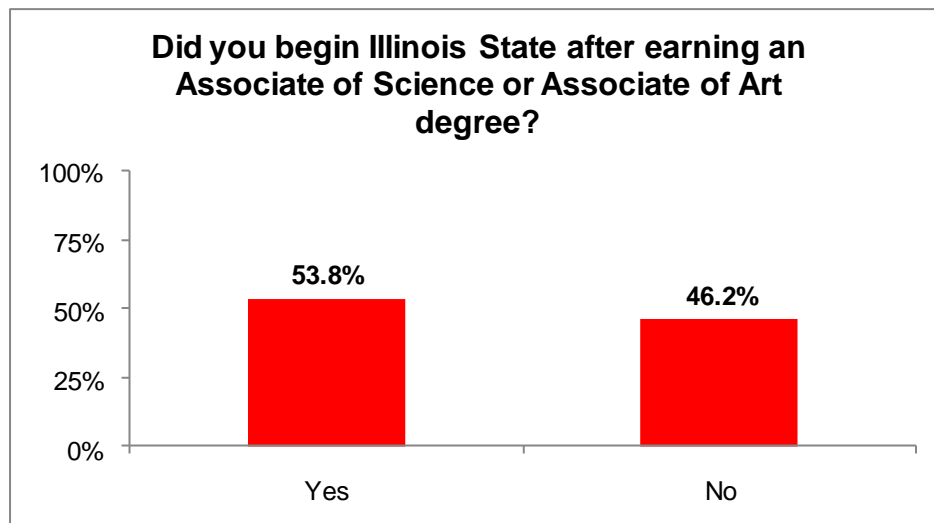
See Note 1



See Note 2



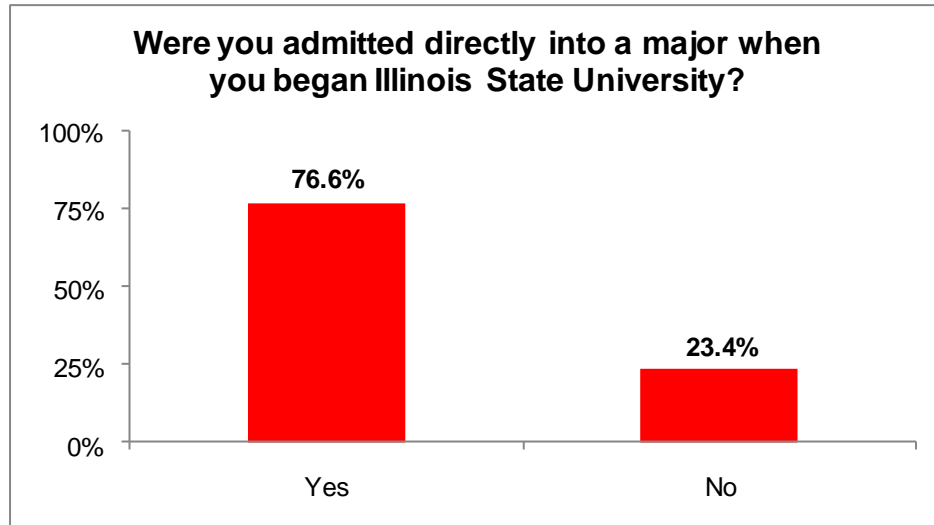
See Note 2



---

## Student Perceptions of Academic Advising at Illinois State

---



See Note 2

---

### *Note 1.*

In the survey, respondents were simply asked to indicate their age. During the analyses, the different ages were collapsed into categories to ease interpretation.

### *Note 2.*

Only the 264 respondents who answered '*Other institution*' to the question 'What was the first higher education institution you attended?' answered these three questions.

# **Section 2**

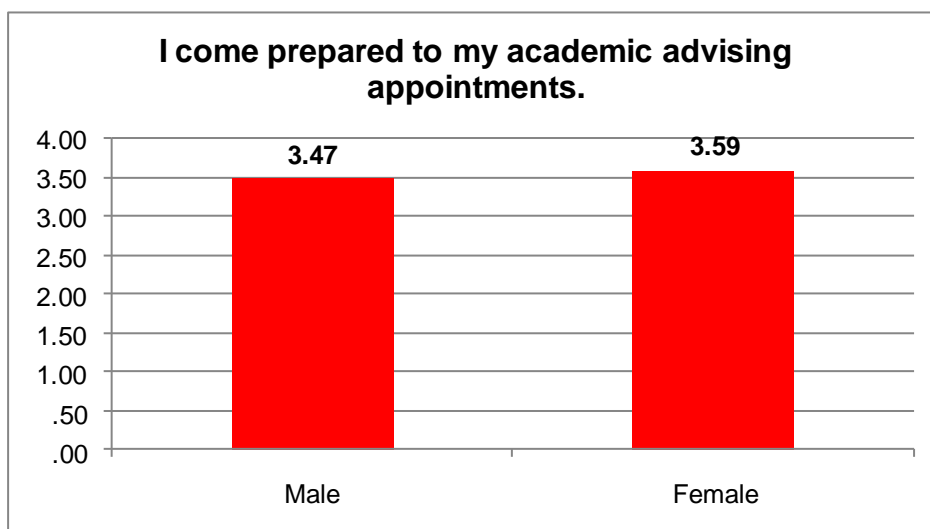
  

## **Answers to the Research Questions**

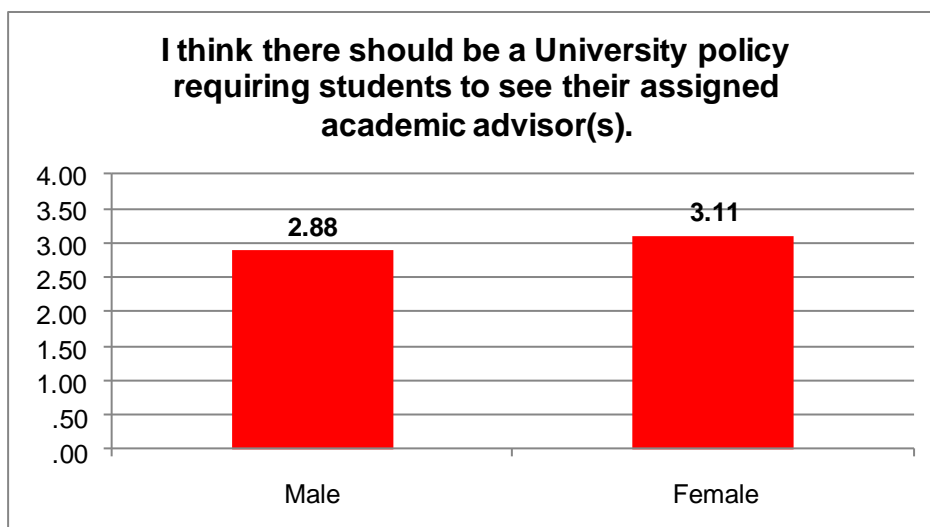
## Student Perceptions of Academic Advising at Illinois State

---

1. The first research question concerned whether transfer students or native students expected to utilize academic advisement services more in a typical semester. The analysis indicated that there was no evidence of a significant difference in expectations for use of academic advisement services between transfer students ( $n = 264$ ) and native students ( $n = 516$ ).
2. The second research question concerned whether men or women were more satisfied with their academic advisement. The analyses indicated that overall, there were no evidence of a significant difference in satisfaction between the male respondents ( $n = 202$ ) and the female respondents ( $n = 580$ ); however, women did indicate a significantly higher level of agreement on the following three items (all rated on a four-point scale):
  - a. 'I come prepared to my academic advising appointments'

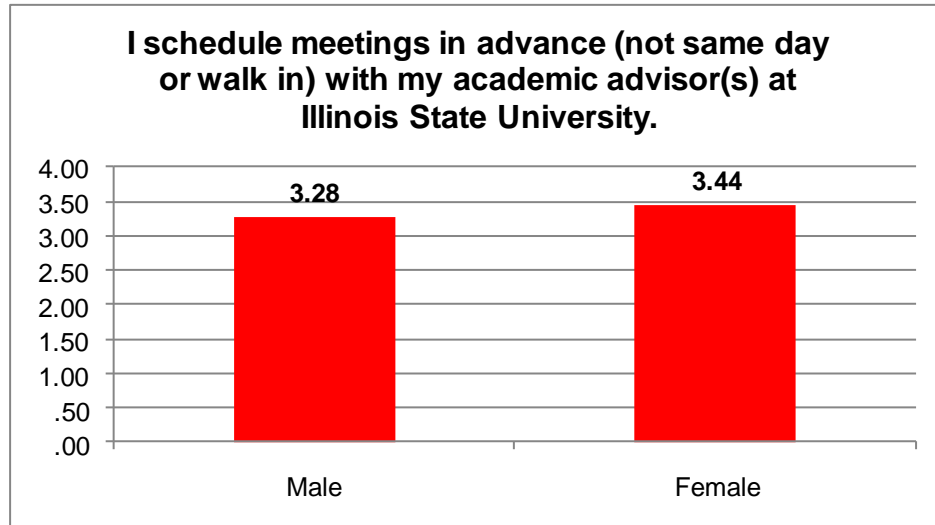


- b. 'I think there should be a University policy requiring students to see their assigned academic advisor(s)'



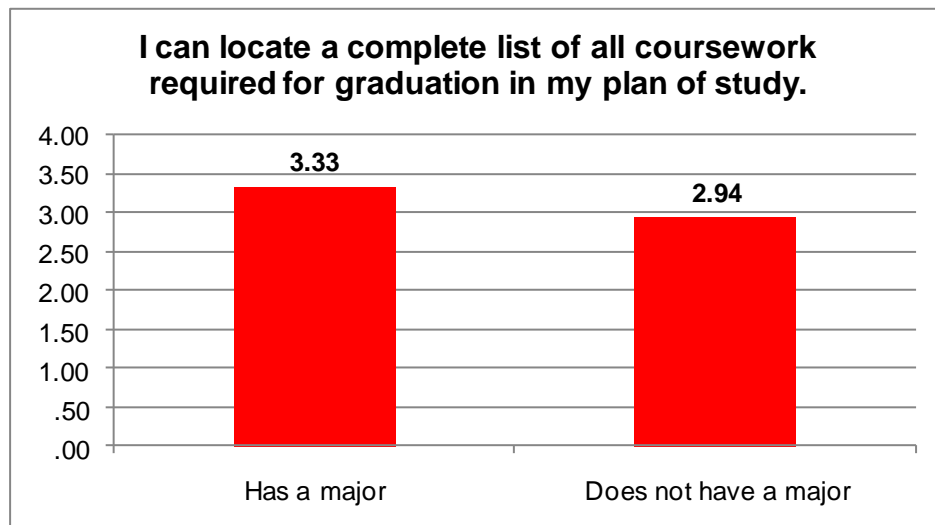
- c. 'I schedule meetings in advance (not same day or walk in) with my advisor(s) at Illinois State University'



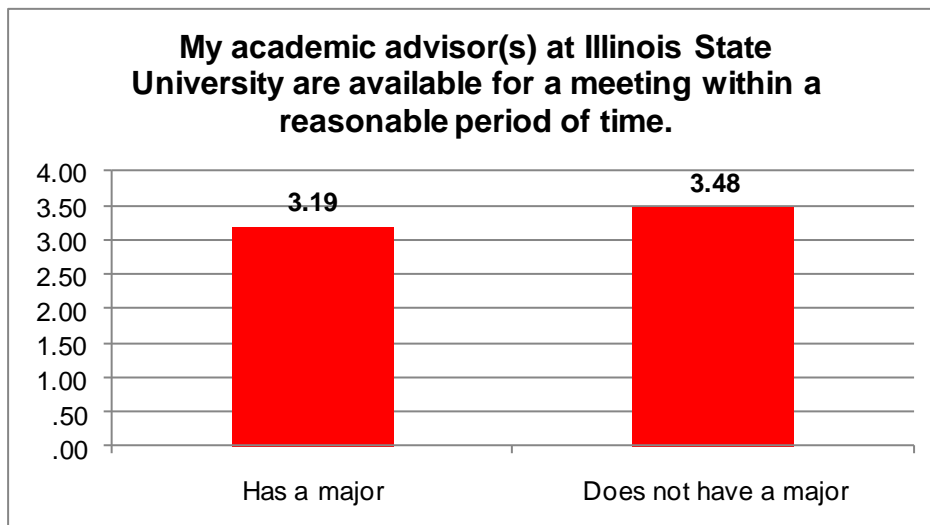


3. The third research question concerned whether there was a difference in academic advising satisfaction between students in a major and students not in a major. The analyses indicated that overall, there was no evidence of significant differences between the students in a major ( $n = 715$ ) and the students not in a major ( $n = 69$ ); however, these two groups provided significantly different responses on the following three items (all rated on a four-point scale):

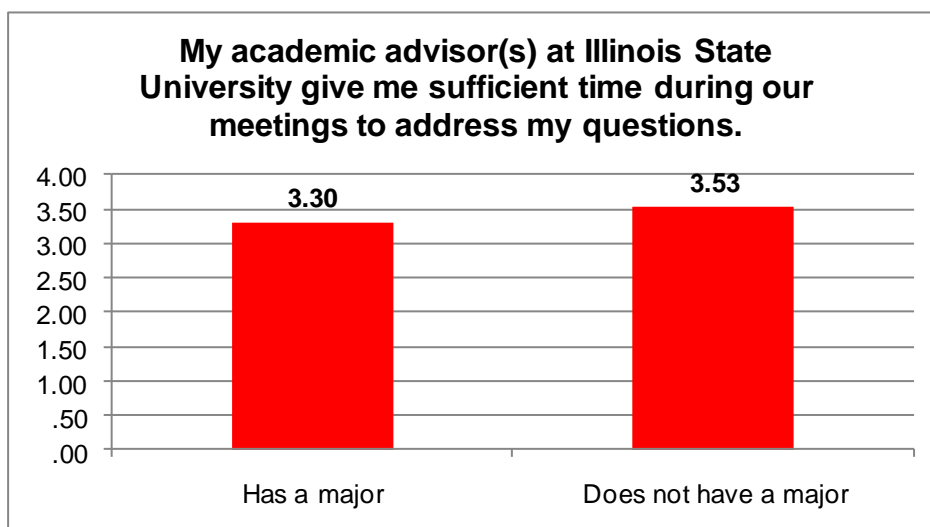
- a. 'I can locate a complete list of all coursework required for graduation in my plan of study' – students in a major indicated a higher level of agreement than students not in a major



- b. 'My academic advisor(s) at Illinois State University are available for a meeting within a reasonable period of time' – students not in a major indicated a higher level of agreement than students in a major



- c. 'My academic advisor(s) at Illinois State University give me sufficient time during our meetings to address my questions' – students not in a major indicated a higher level of agreement than students in a major



4. The fourth research question concerned whether there was a difference in academic advising satisfaction between the students who attended Transfer day and the students who did not attend Transfer Day. The analyses indicated that there was no evidence of a significant difference between the students who attended Transfer Day ( $n = 171$ ) and the students who did not attend Transfer Day ( $n = 95$ ).
5. The fifth research question concerned whether there was a relation between the number of credit hours students have earned and the students' level of trust in the information provided by academic advisors. The analysis indicated that there was a significant inverse relation between these two variables. That is, as the number of credit hours earned increases, the level of trust in the information decreases.

## Student Perceptions of Academic Advising at Illinois State

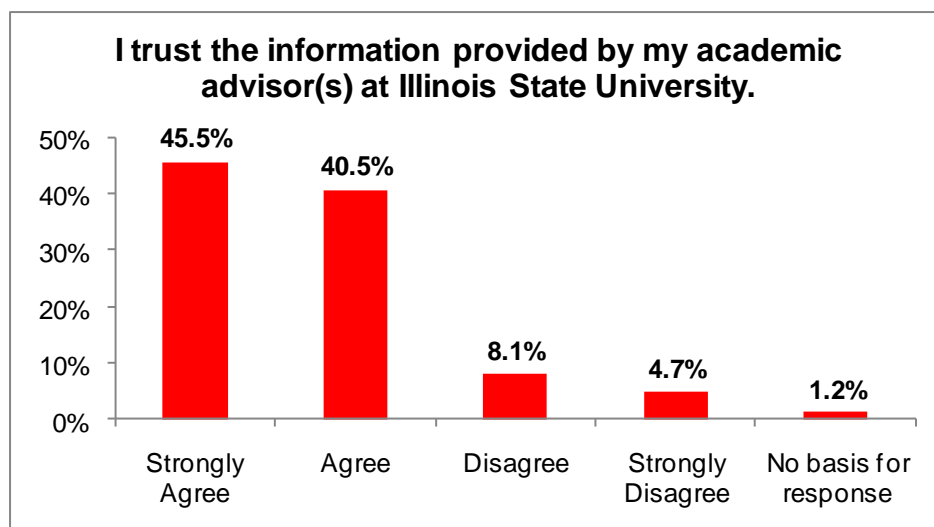
---

6. The sixth research question concerned whether there was a relation between student-advisor(s) collaboration on a long-term graduation plan and desire for a University policy requiring students to see their assigned academic advisor(s). The analysis indicated a significant positive relation between these two variables. That is, as the level of collaboration increases, the level of desire for a University policy also increases.
7. The seventh research question concerned whether there was a correlation between being a native student and being admitted directly into a major. This question, however, was not answered because of the way the survey was constructed. Only students who indicated that they started at a higher education institution other than Illinois State (i.e., transfer students) were directed to respond to this item on the survey. Thus, this research question unfortunately cannot be answered at this time with these data.
8. The eighth research question concerned whether students with a declared minor had greater access to advisor(s) in their minor than students with no declared minor. The analysis indicated no evidence of a significant difference between the students with a declared minor ( $n = 374$ ) and the students without a declared minor ( $n = 406$ ).
9. The ninth research question concerned whether there was a relation between the number of times students expected to utilize advisement services in a typical semester and satisfaction with academic advisement. The analyses indicated that overall, there was a significant positive relation between these two variables. In contrast, there was no evidence of significant relations between the number of times the respondents expected to utilize advisement services in a typical semester and the following six variables:
  - a. 'I leave my advising sessions with a clear idea of classes for which I should register'
  - b. 'I have access to an academic advisor in my minor program'
  - c. 'I can locate a list a list of all coursework required for graduation in my plan of study'
  - d. 'I come prepared to my academic advising appointments'
  - e. 'My academic advisor(s) at Illinois State University are knowledgeable about my plan of study'
  - f. 'My academic advisor(s) at Illinois State University are available for a meeting within a reasonable period of time'

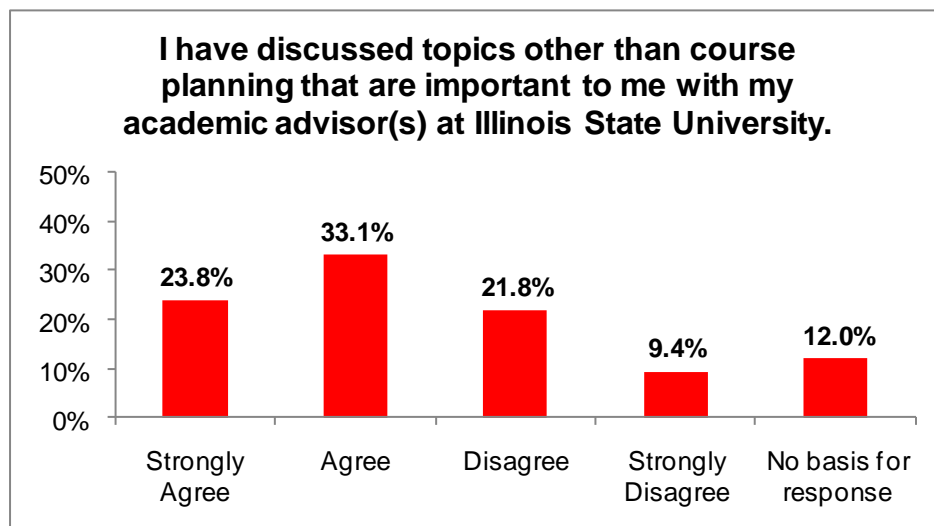
## **Section 3**

### **Item Response Percentages**

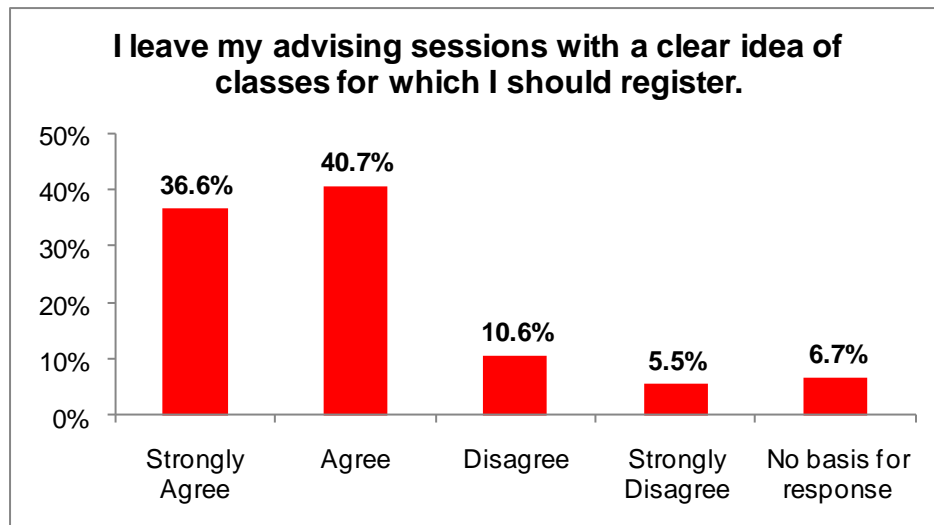
**(with the ‘*No basis for response*’ option included)**



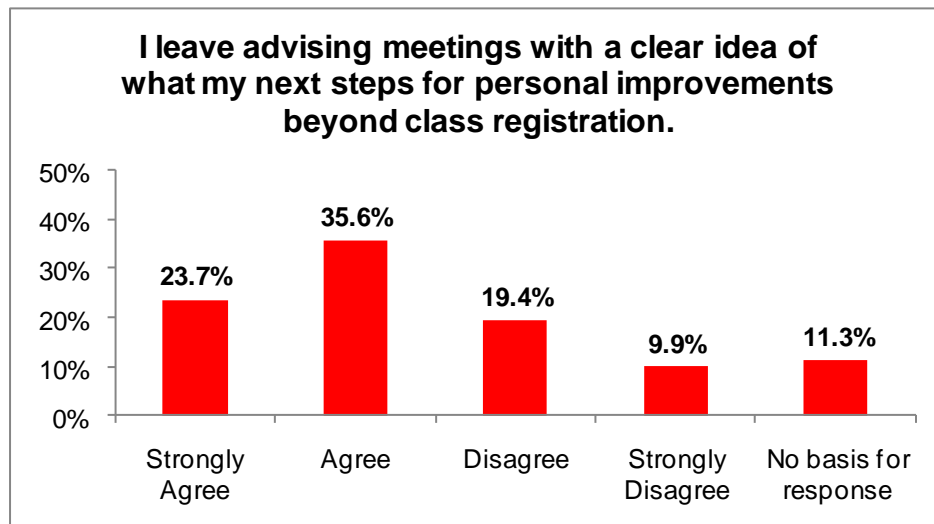
Thus, 86% of respondents agreed with this item.



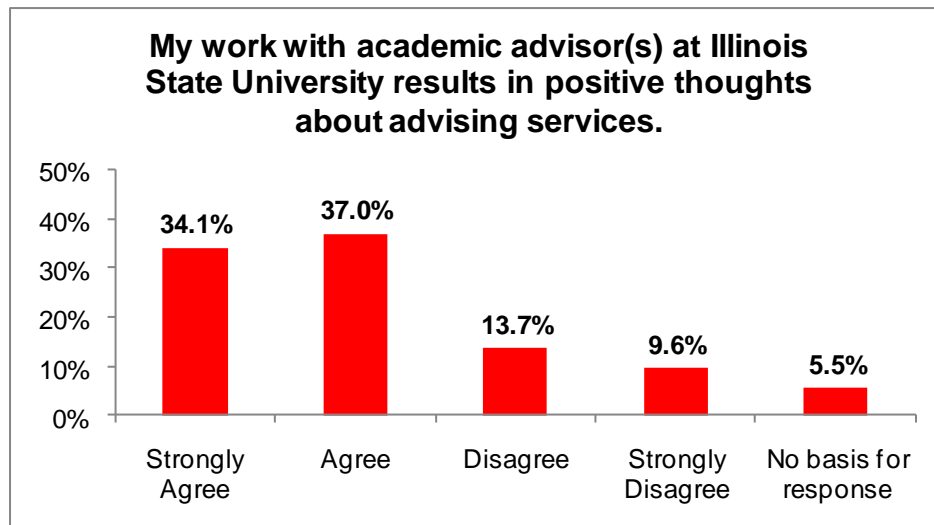
Thus, 56.9% of respondents agreed with this item.



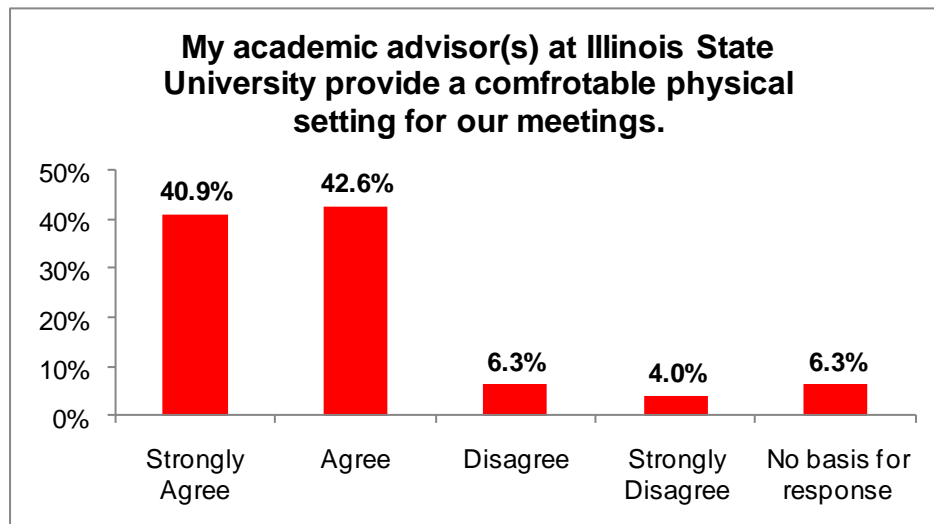
Thus, 77.3% of respondents agreed with this item.



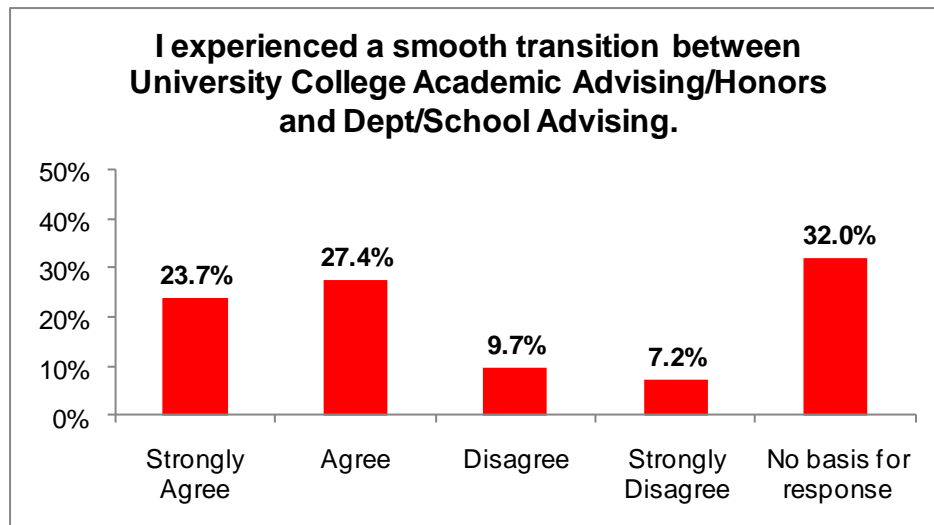
Thus, 59.3% of respondents agreed with this item.



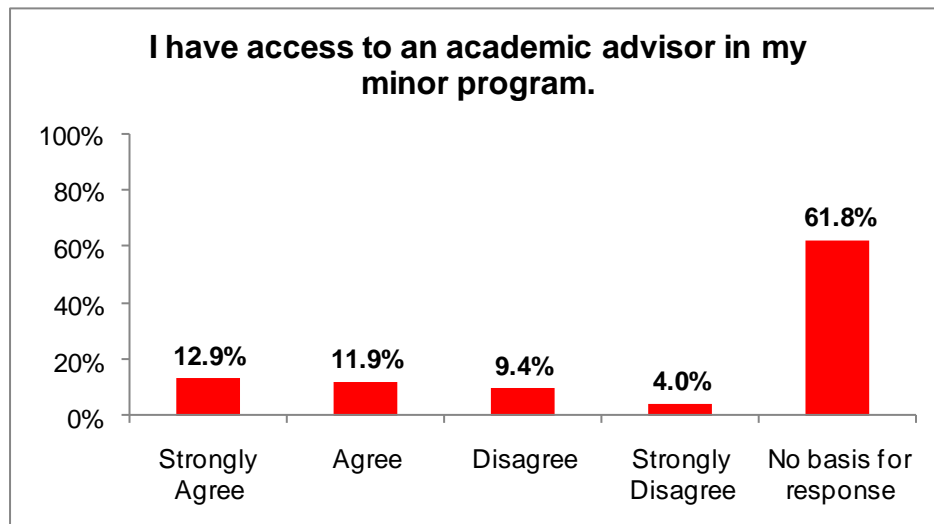
Thus, 71.1% of respondents agreed with this item.



Thus, 83.5% of respondents agreed with this item.

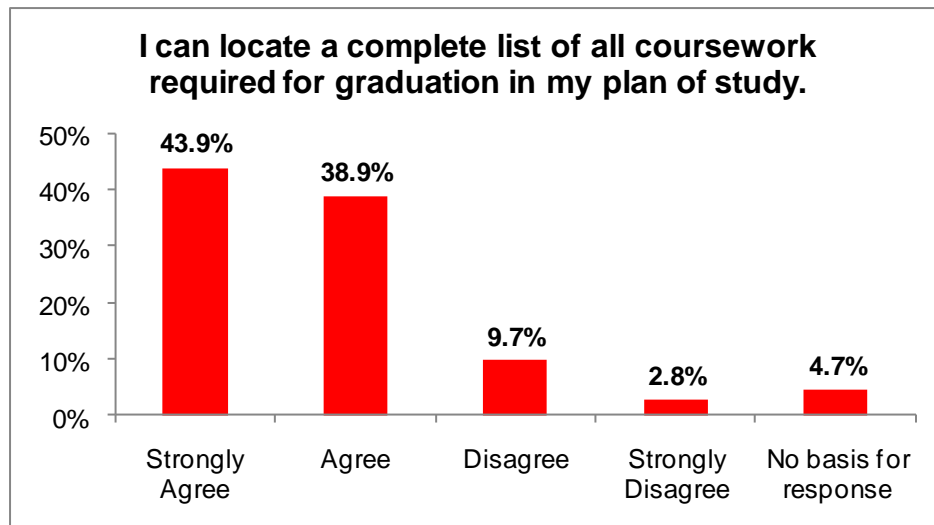


Thus, 51.1% of respondents agreed with this item.

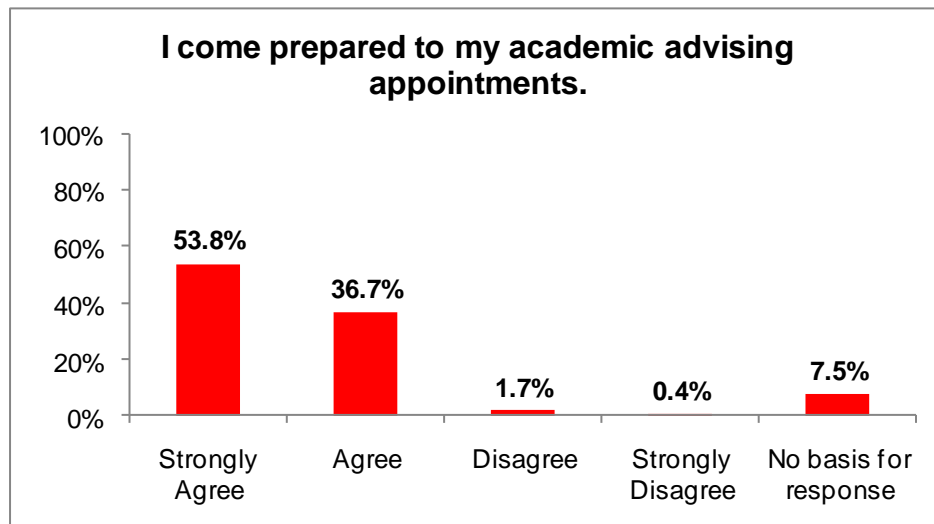


Thus, 24.8% of respondents agreed with this item.

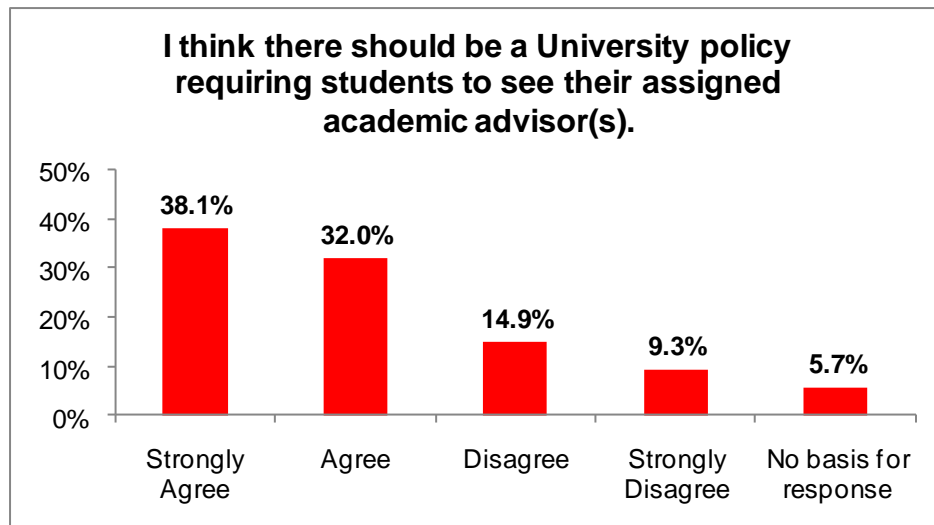




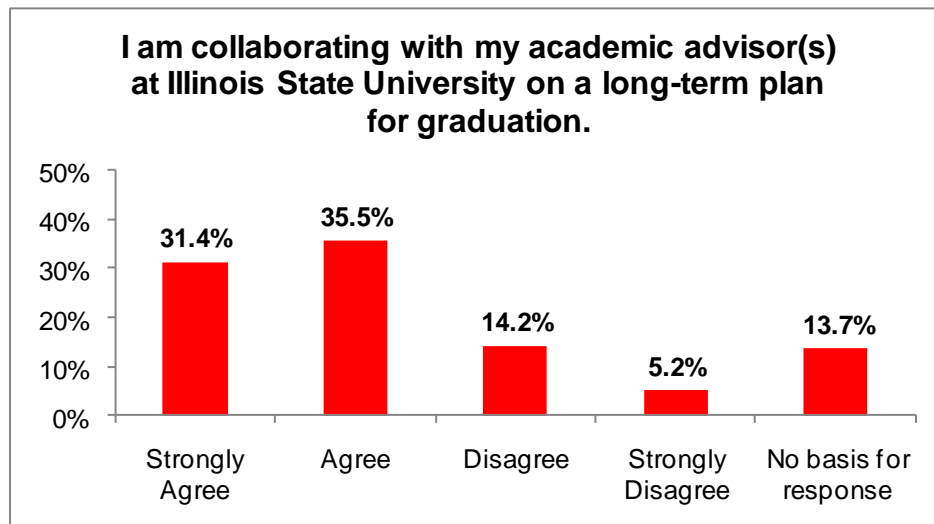
Thus, 82.8% of respondents agreed with this item.



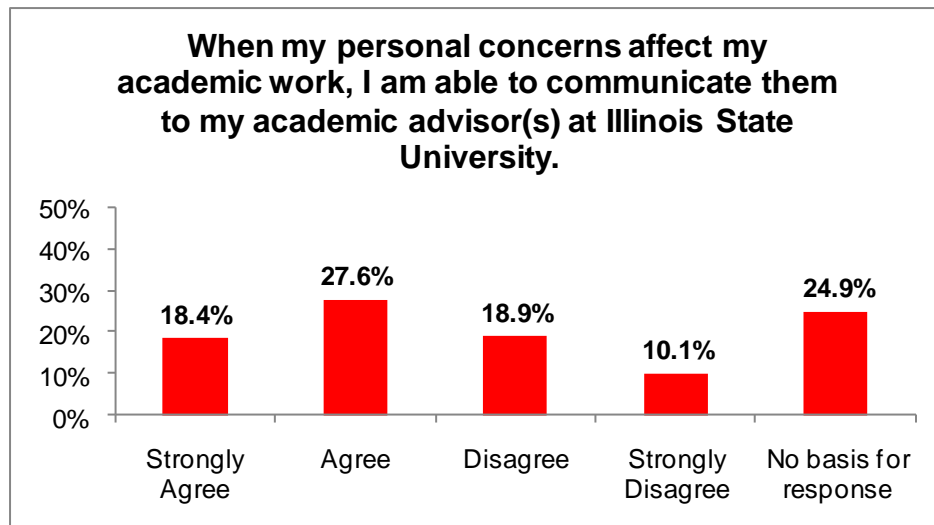
Thus, 90.5% of respondents agreed with this item.



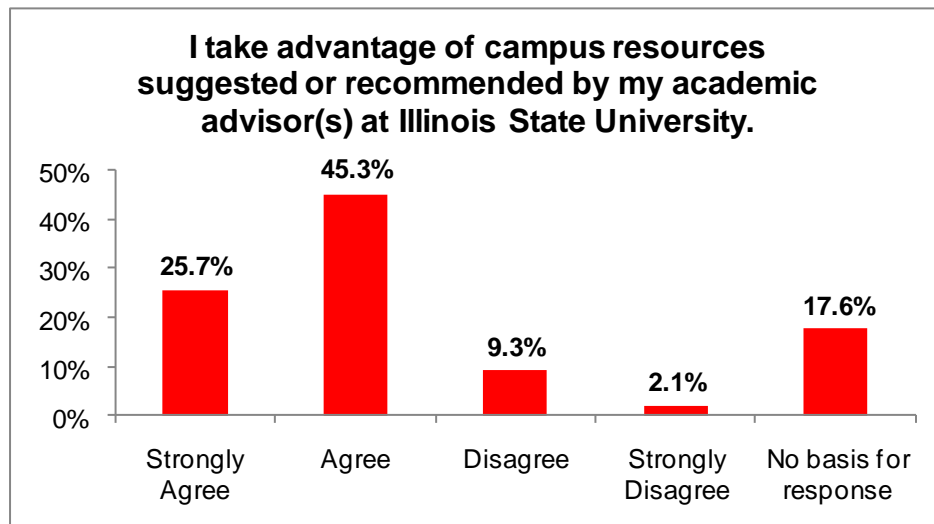
Thus, 70.1% of respondents agreed with this item.



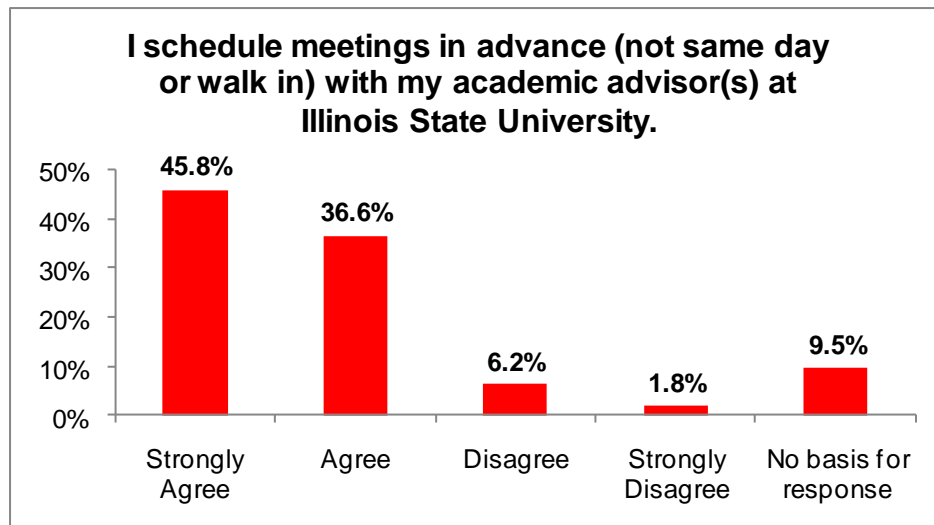
Thus, 66.9% of respondents agreed with this item.



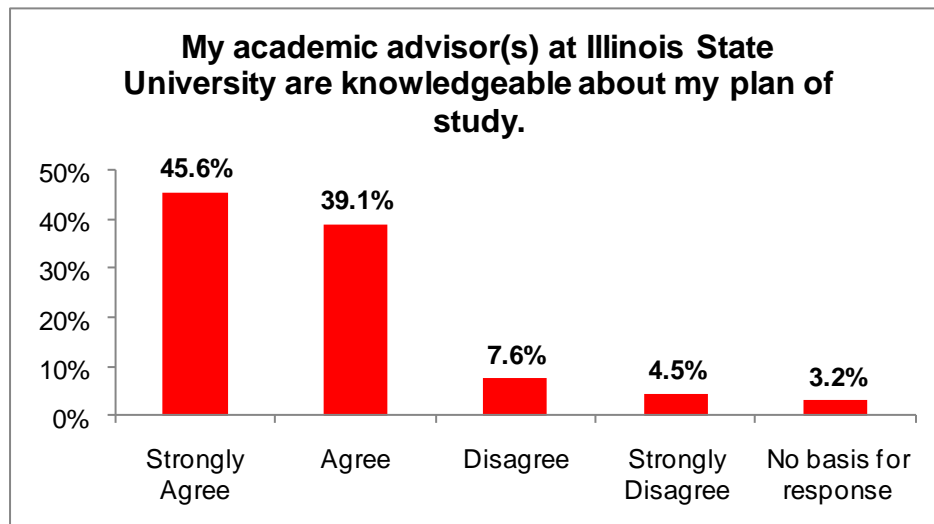
Thus, 46% of respondents agreed with this item.



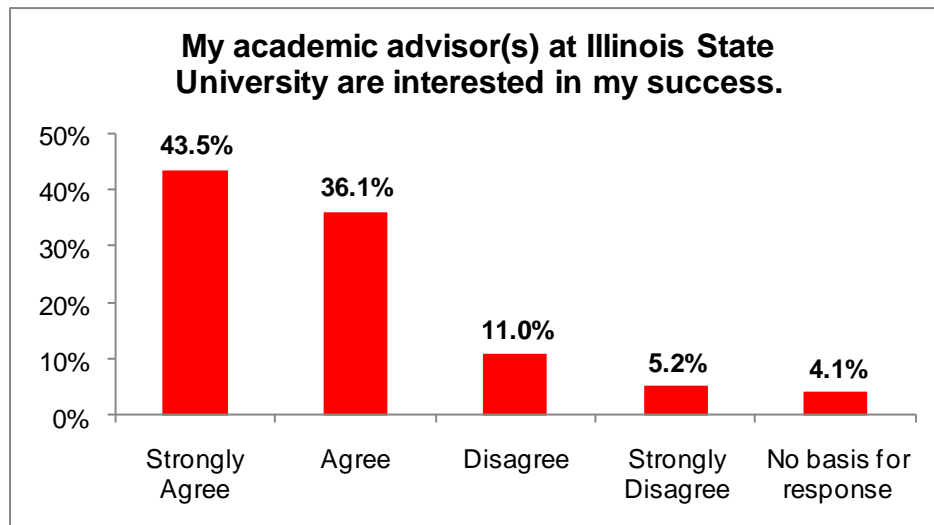
Thus, 71% of respondents agreed with this item.



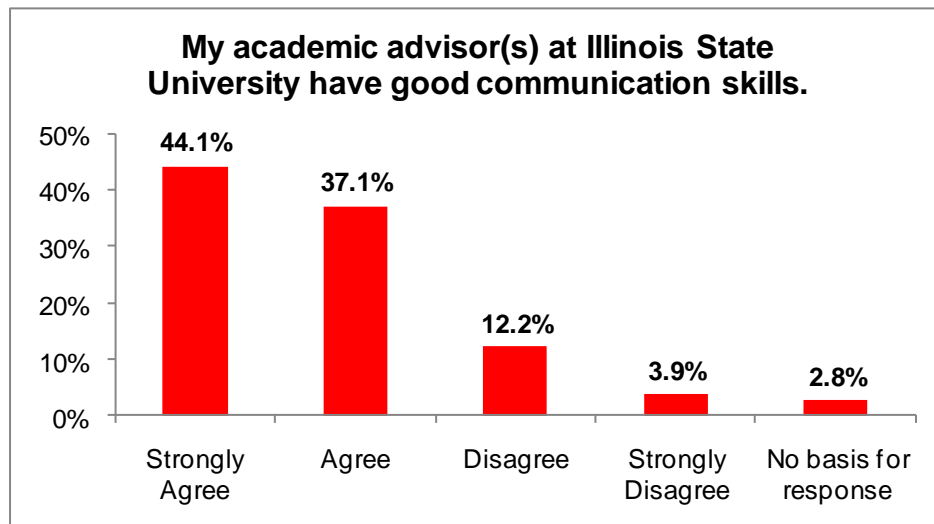
Thus, 82.4% of respondents agreed with this item.



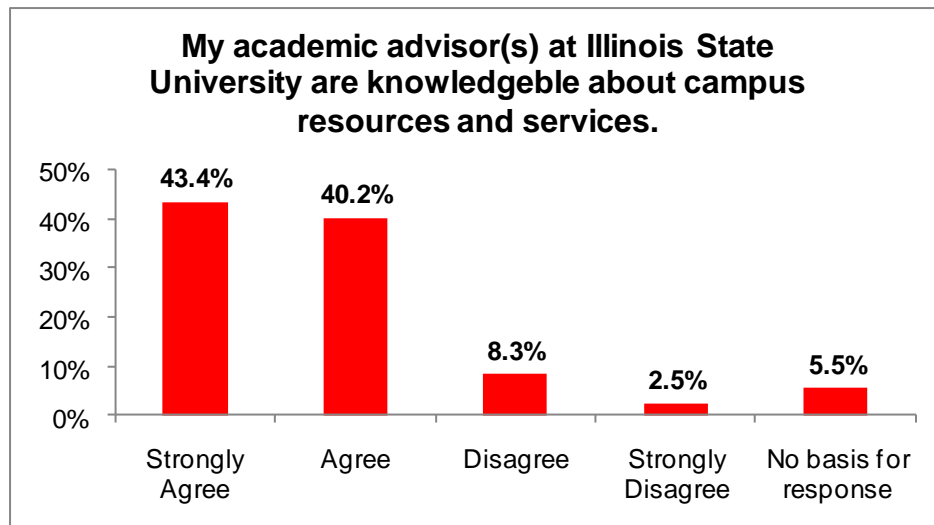
Thus, 84.7% of respondents agreed with this item.



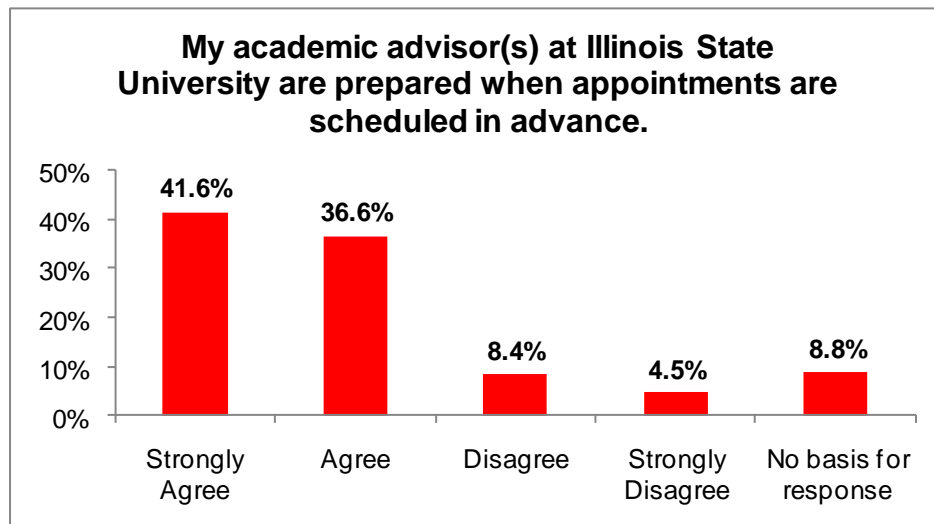
Thus, 79.6% of respondents agreed with this item.



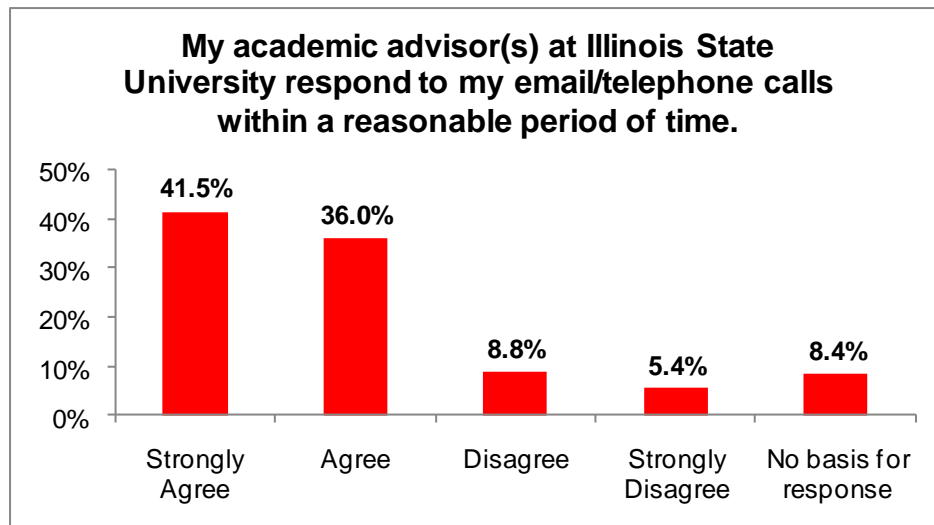
Thus, 81.2% of respondents agreed with this item.



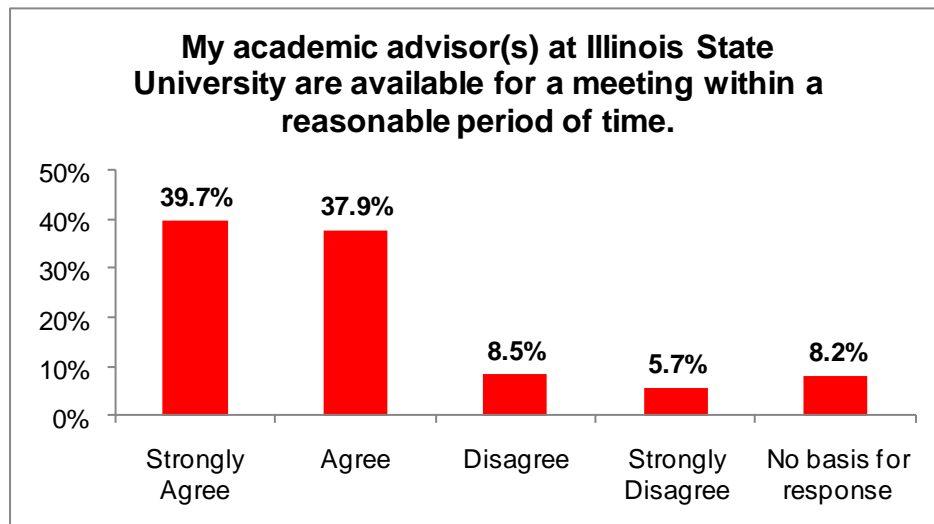
Thus, 83.6% of respondents agreed with this item.



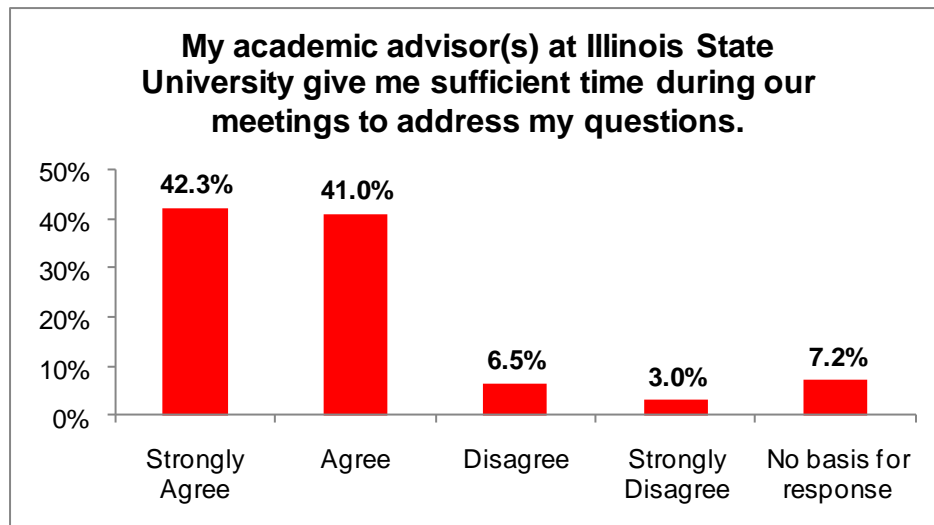
Thus, 78.2% of respondents agreed with this item.



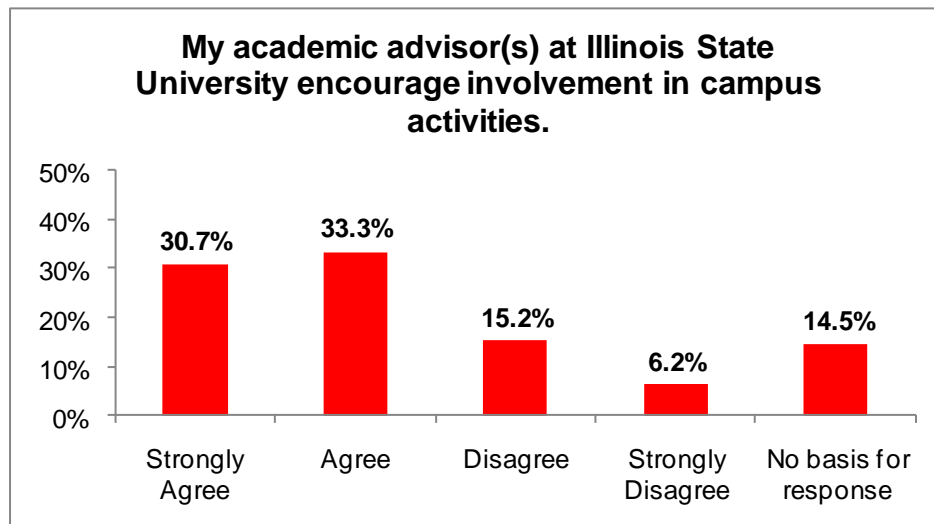
Thus, 77.5% of respondents agreed with this item.



Thus, 77.6% of respondents agreed with this item.

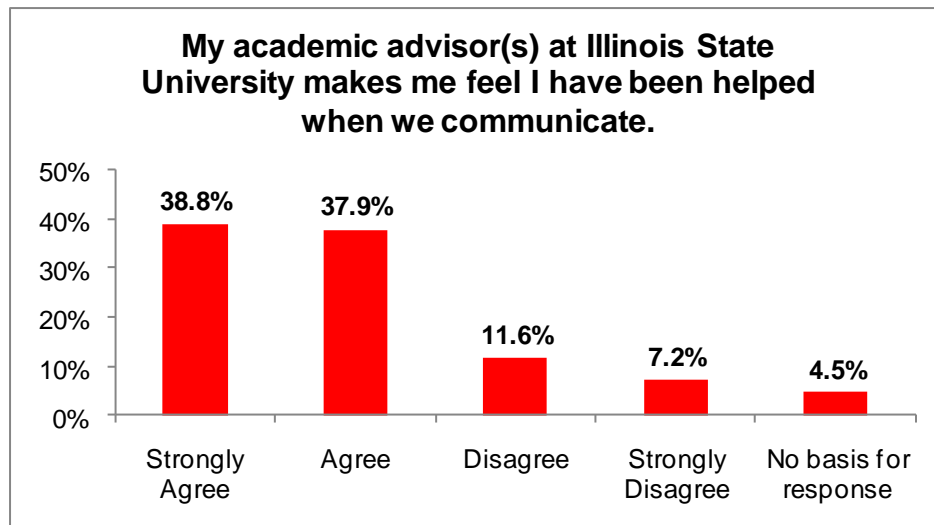


Thus, 83.3% of respondents agreed with this item.



Thus, 64% of respondents agreed with this item.



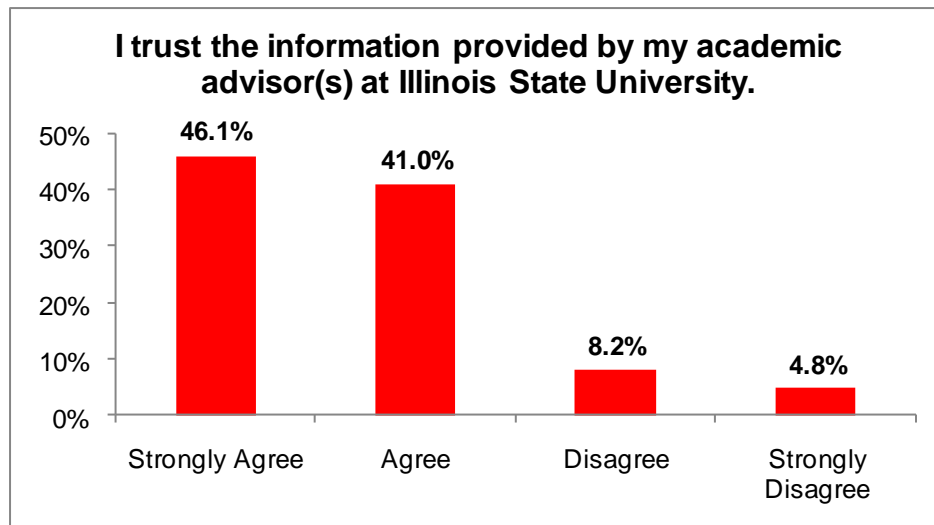


Thus, 76.7% of respondents agreed with this item.

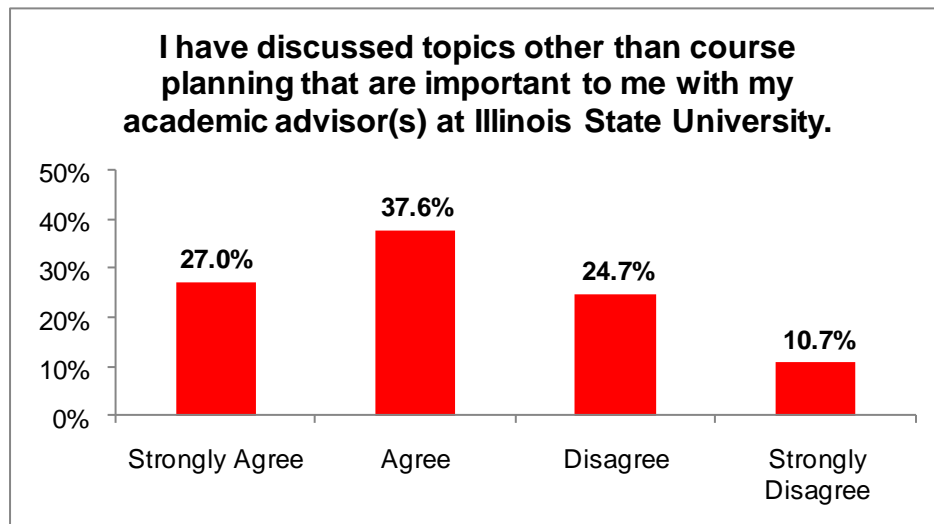
## **Section 4**

### **Item Response Percentages**

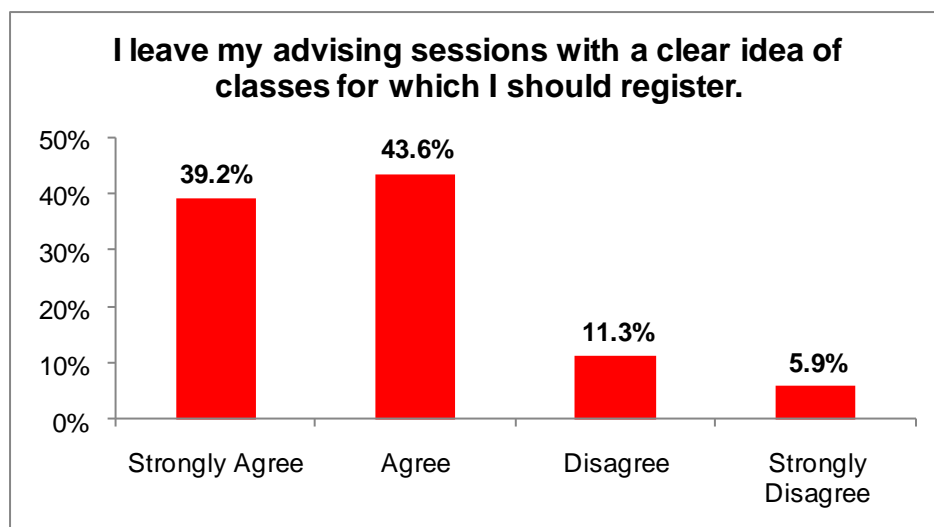
**(with the ‘*No basis for  
response*’ option  
excluded)**



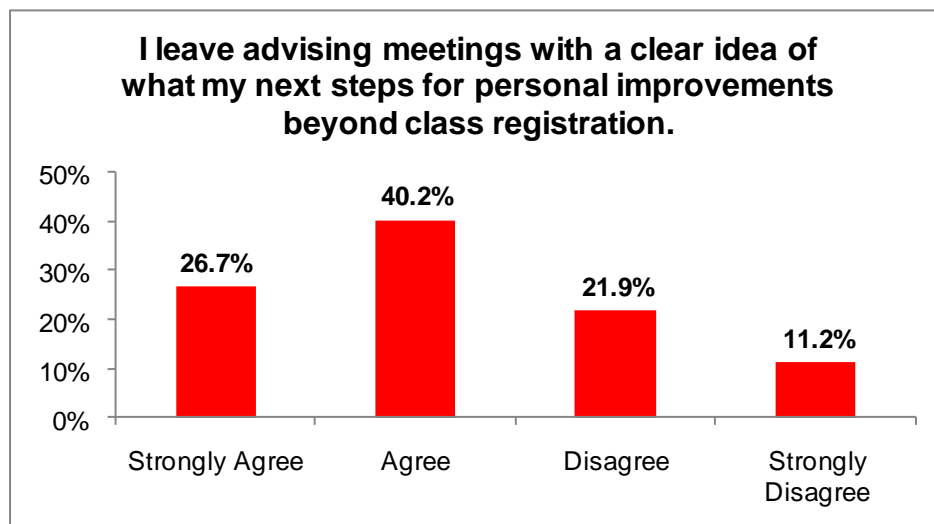
Thus, 87.1% of respondents agreed with this item.



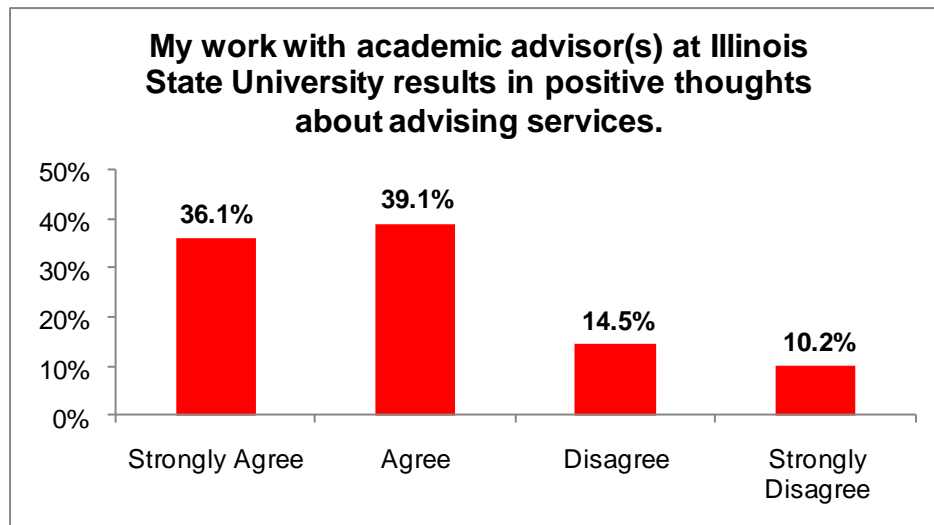
Thus, 64.6% of respondents agreed with this item.



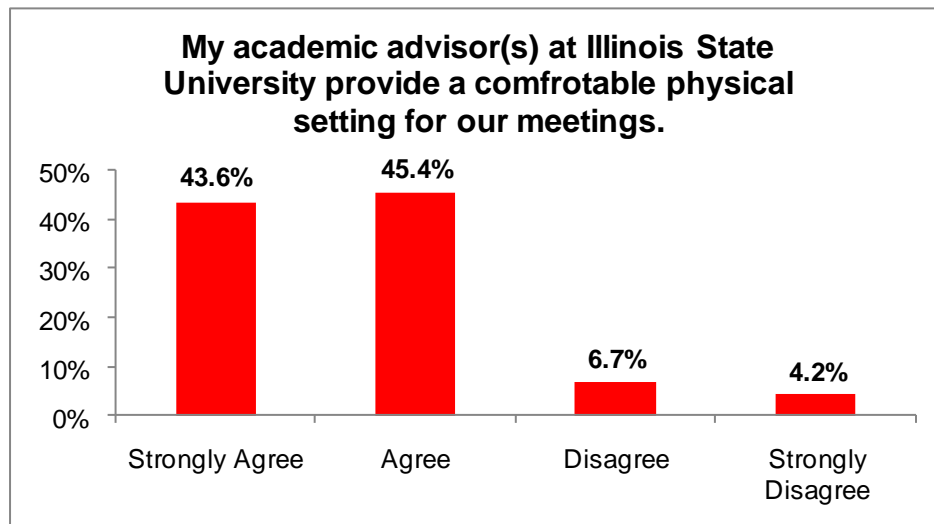
Thus, 82.8% of respondents agreed with this item.



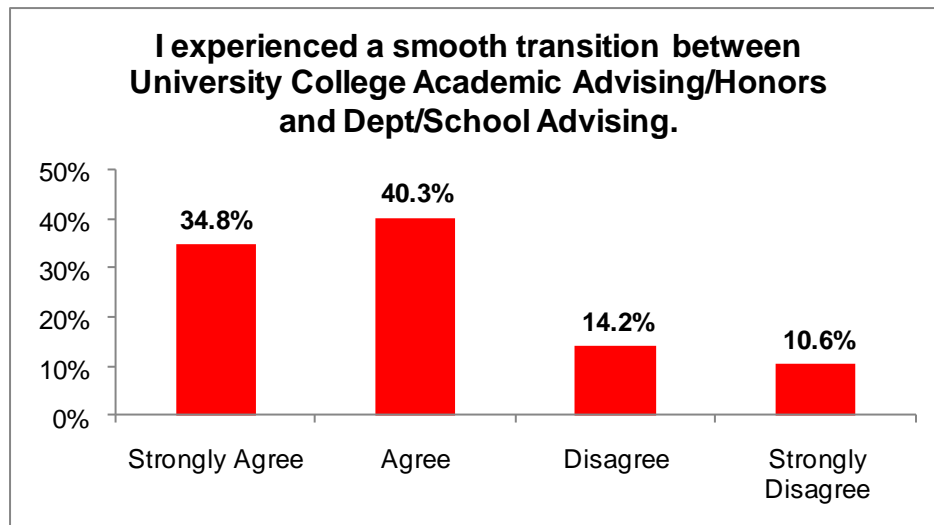
Thus, 66.9% of respondents agreed with this item.



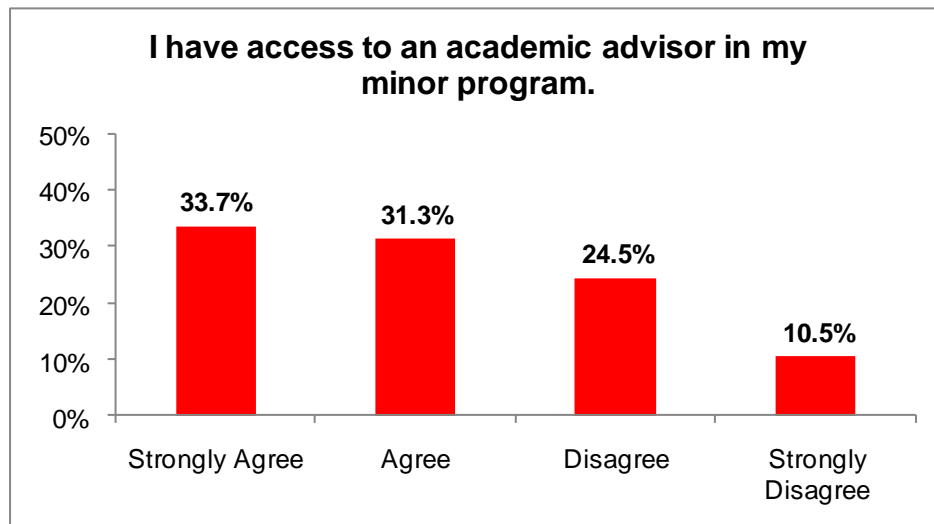
Thus, 75.2% of respondents agreed with this item.



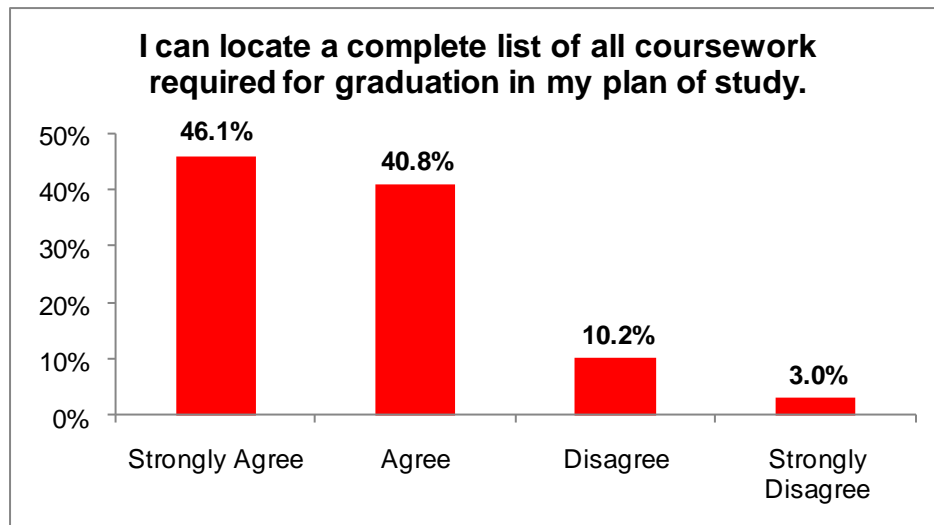
Thus, 89% of respondents agreed with this item.



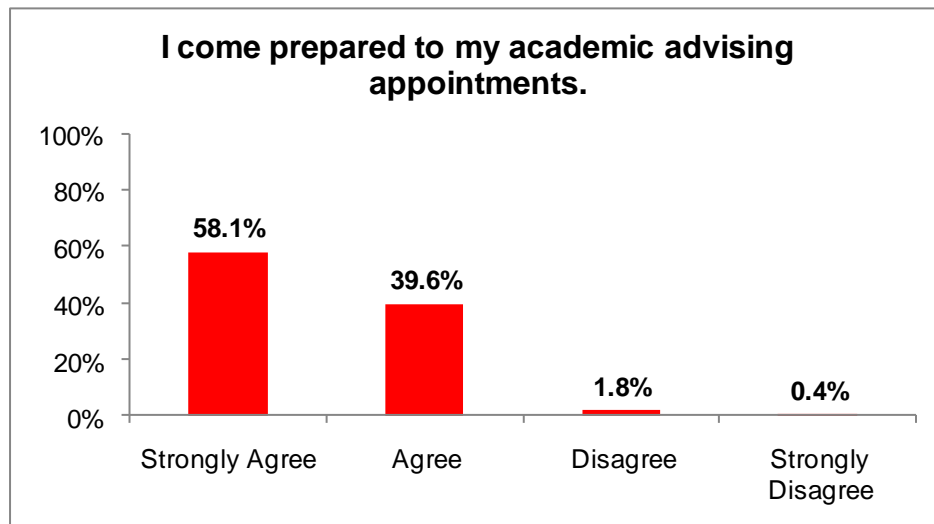
Thus, 75.1% of respondents agreed with this item.



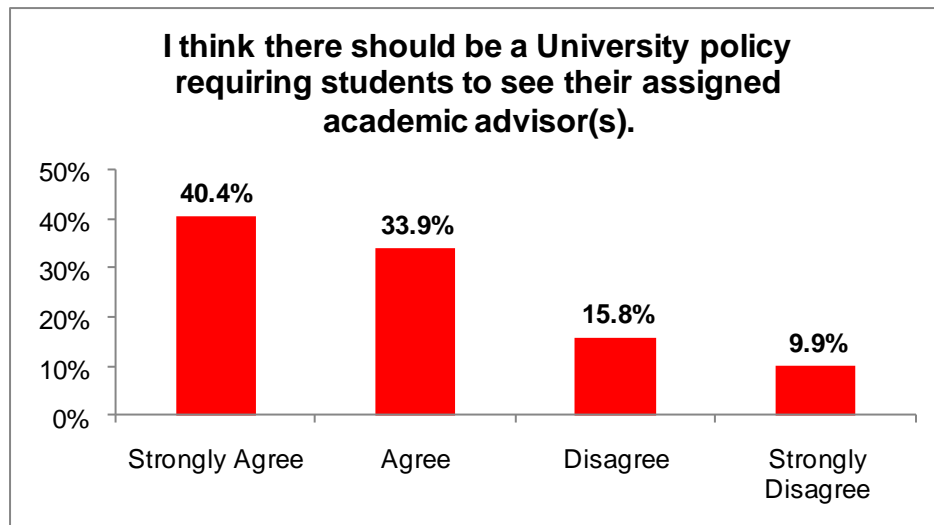
Thus, 65% of respondents agreed with this item.



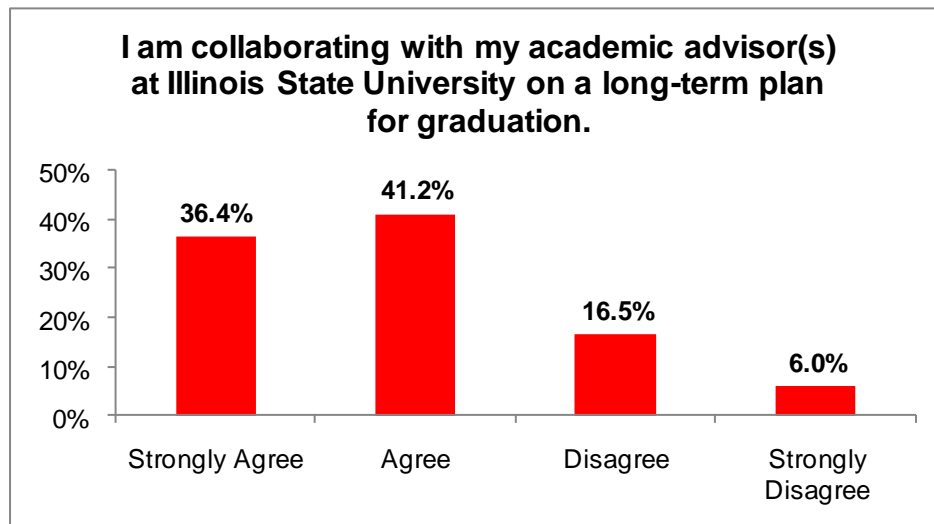
Thus, 86.9% of respondents agreed with this item.



Thus, 97.7% of respondents agreed with this item.

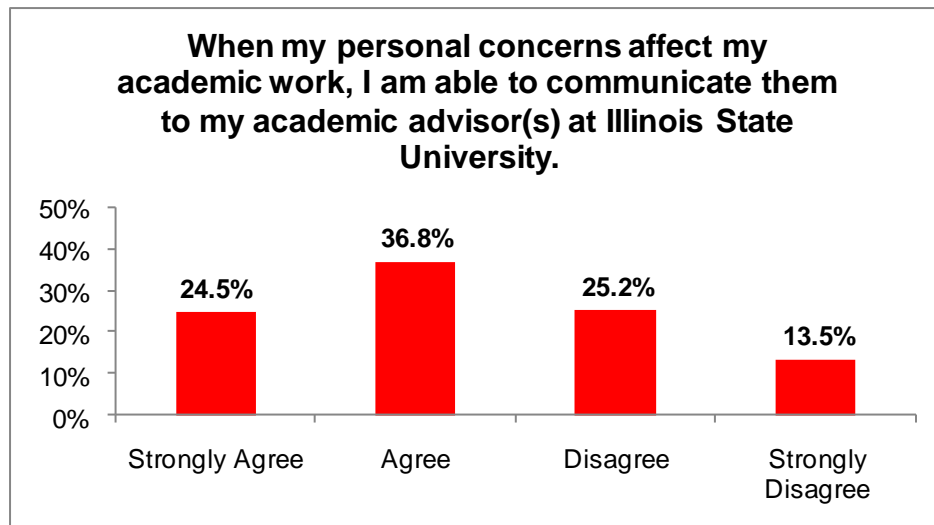


Thus, 74.3% of respondents agreed with this item.

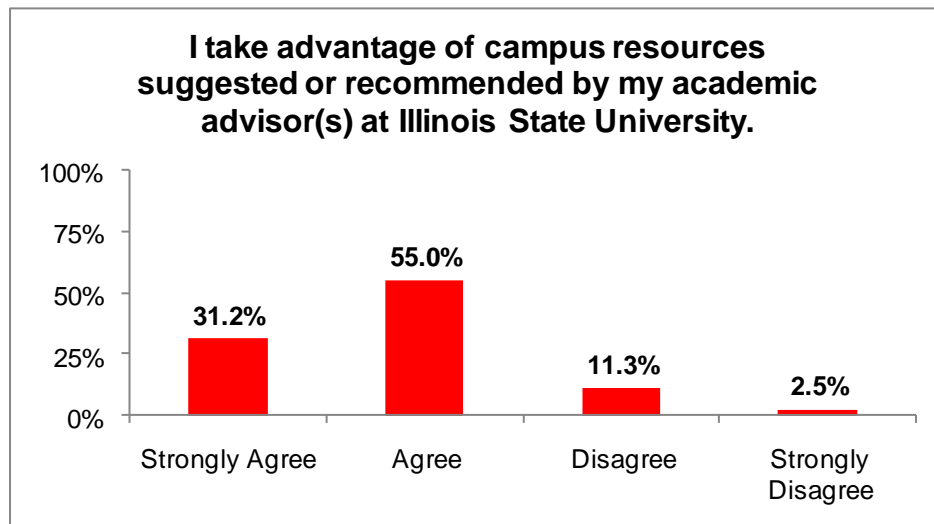


Thus, 77.6% of respondents agreed with this item.

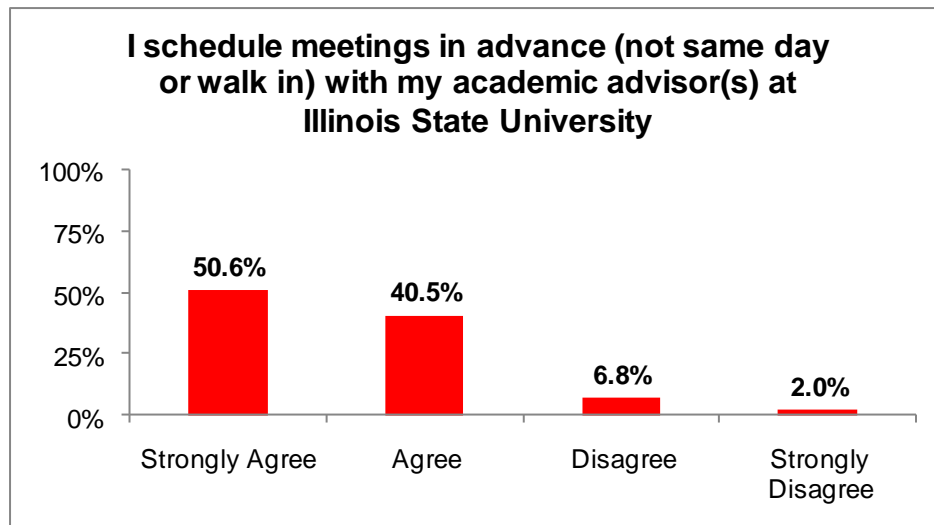




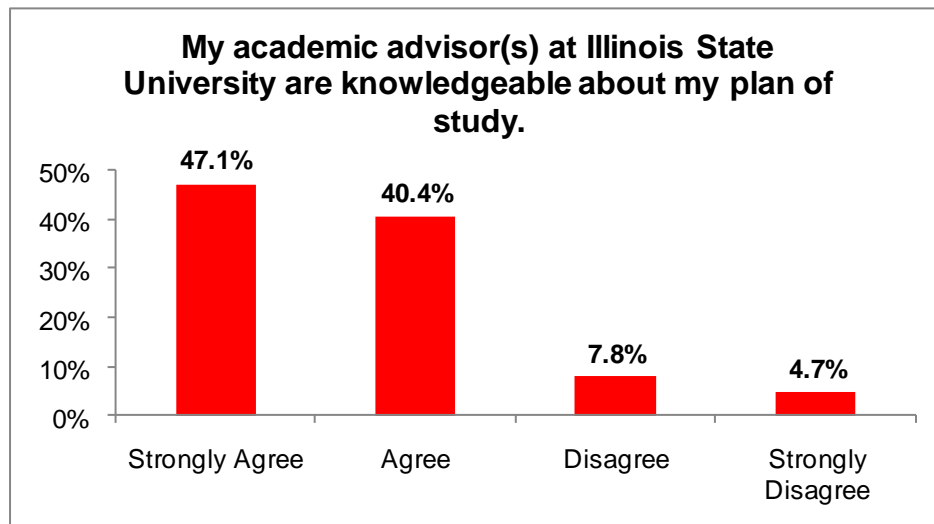
Thus, 61.3% of respondents agreed with this item.



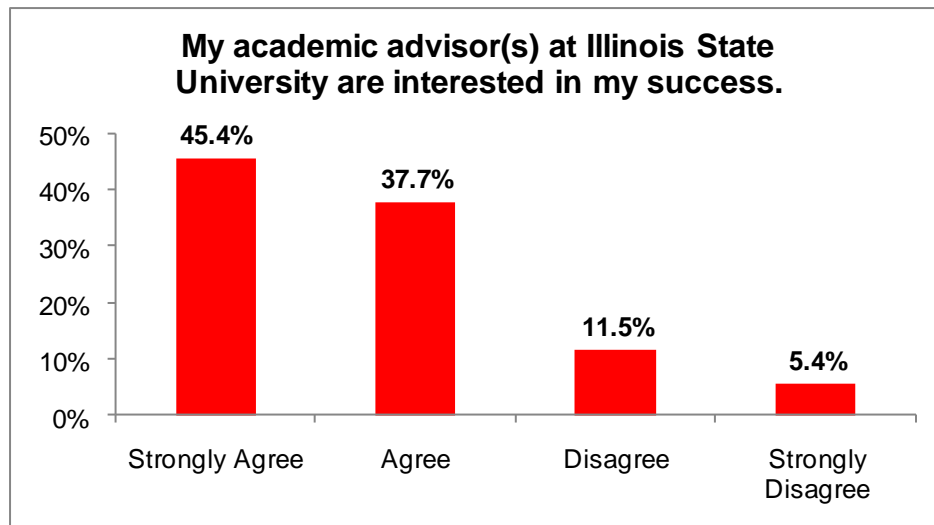
Thus, 86.2% of respondents agreed with this item.



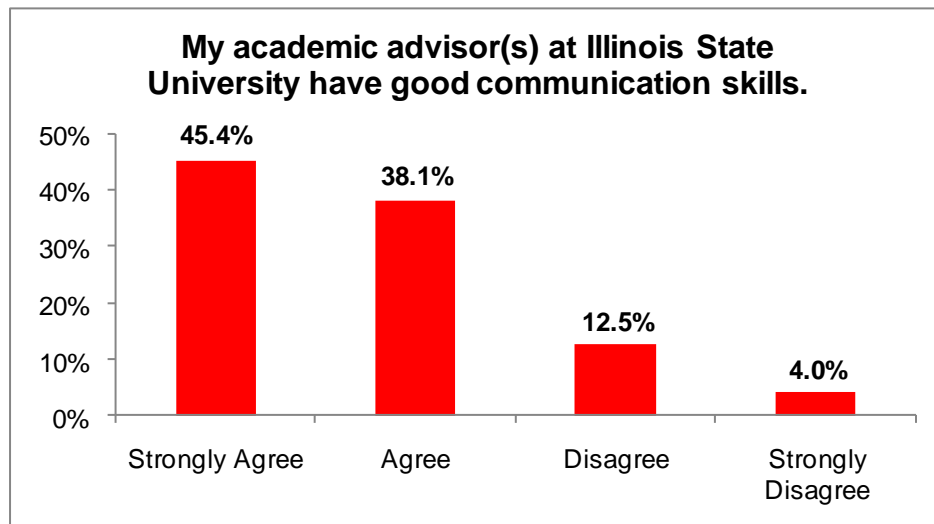
Thus, 91.1% of respondents agreed with this item.



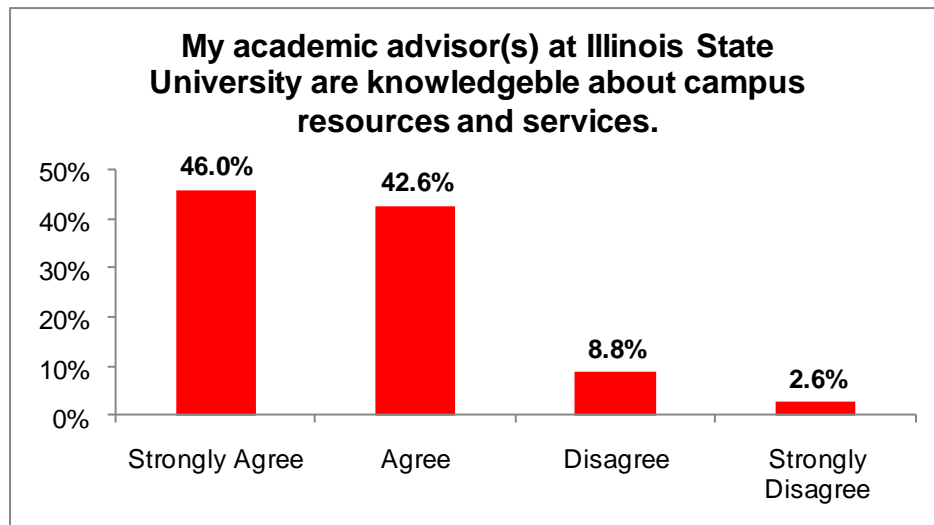
Thus, 87.5% of respondents agreed with this item.



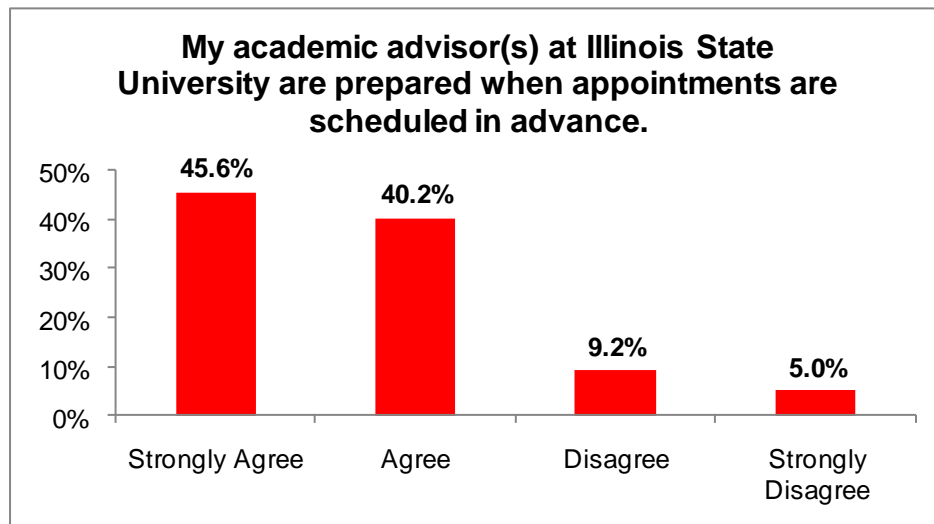
Thus, 83.1% of respondents agreed with this item.



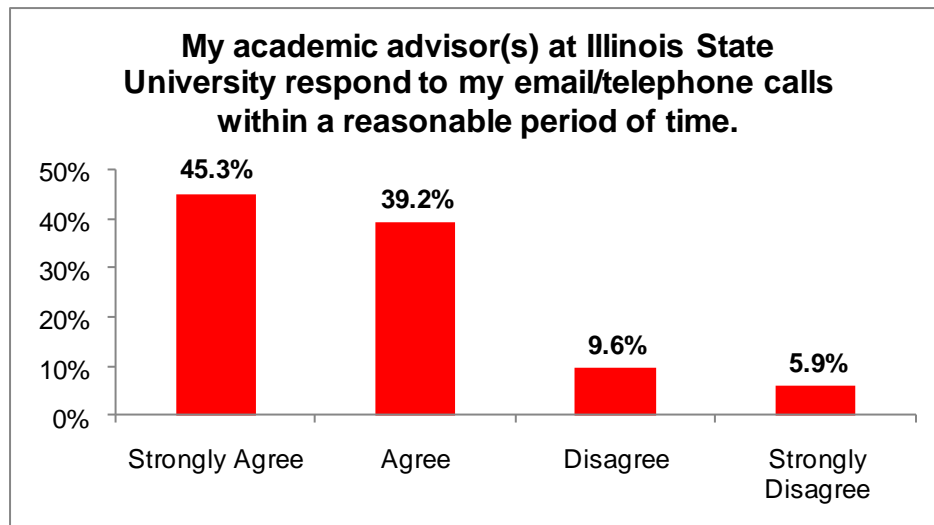
Thus, 83.5% of respondents agreed with this item.



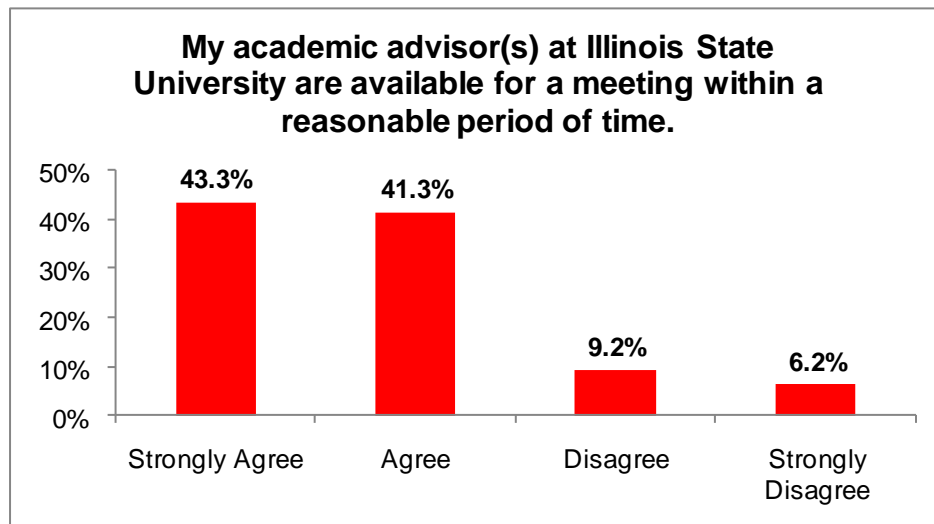
Thus, 88.6% of respondents agreed with this item.



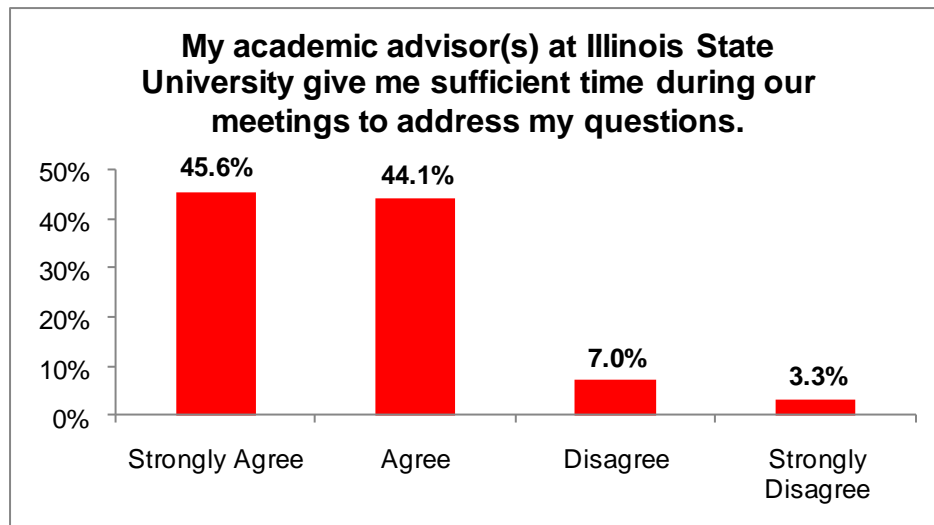
Thus, 85.8% of respondents agreed with this item.



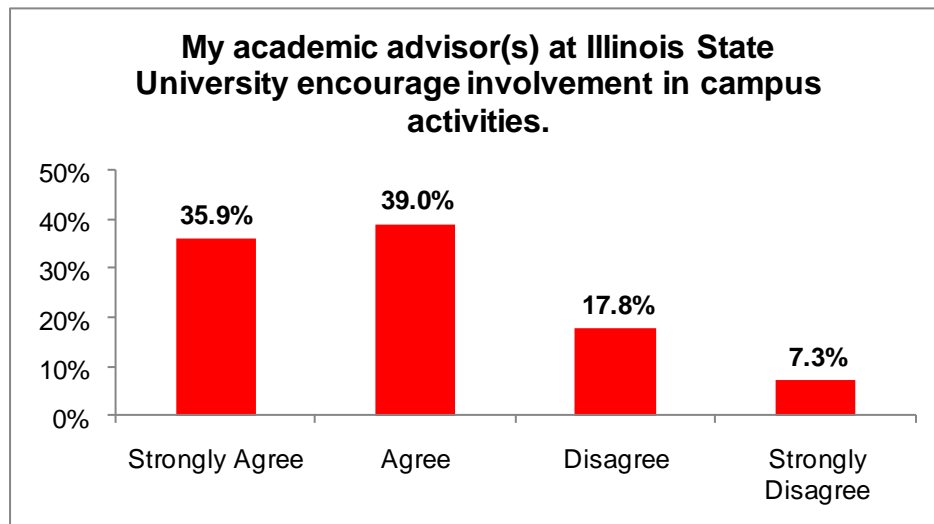
Thus, 84.5% of respondents agreed with this item.



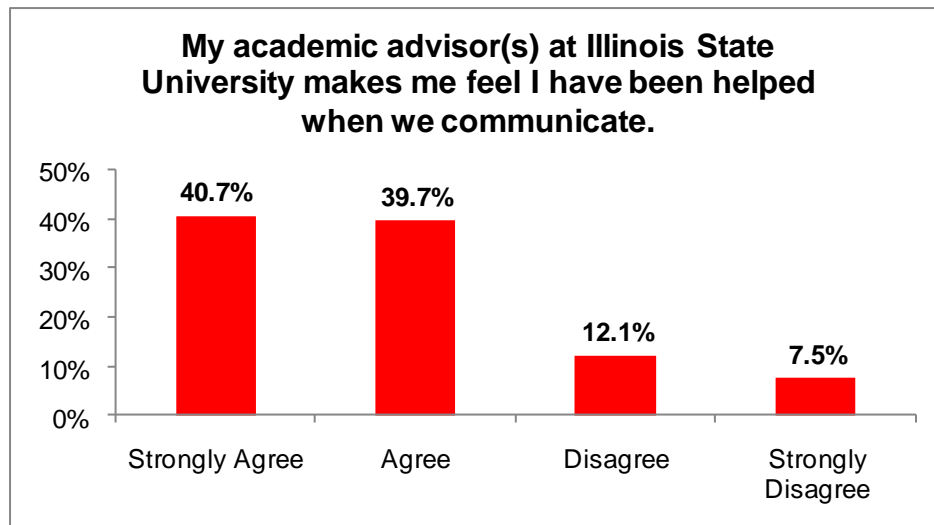
Thus, 84.6% of respondents agreed with this item.



Thus, 89.7% of respondents agreed with this item.



Thus, 74.9% of respondents agreed with this item.



Thus, 80.4% of respondents agreed with this item.