Appendix O: Advising Survey Summary

Introduction
In consultation with the AVP of Undergraduate Studies & Advising, ASI Executive Board, the Director and staff of Institutional Research and the Senior Director of Advising, Academic Affairs a decision was made to send an advising survey to all Sophomores, Juniors and Seniors, over 23,000 students, in the 2009 spring semester. In the past, student stories have circulated on their dissatisfaction with the academic advising services on campus. NSSE results also demonstrate that one of the top concerns of students in higher education is advising services.

Students who answered the survey would have the opportunity to win one of eight $20 Beach Cards that could be spent at the University Bookstore.

Messages sent to students
1st message sent to students: March 3, 2009
Dear 49er:

As students, we all know how important effective advising is to help us meet our graduation requirements. The Division of Academic Affairs and The Associated Students, Incorporated, (ASI) is very interested in learning more about how we experience advising at CSULB. Our goal is to serve you better!

Very shortly the campus will be sending you a survey to determine how well the university is meeting your academic advising needs. This survey will ask you to describe your experiences with the advisors and advising centers with which you make use. We are interested in hearing from as many students as possible, so we are asking sophomores, juniors and seniors to complete the survey. It should take approximately 15 minutes to complete.

We respect your privacy so your responses will be confidential. It is highly important that we get your feedback so we know how to better address student needs, and create the best academic advising system possible.

Your input is highly valued and the time you take in completing this survey will help thousands of students not only in this academic year but for years to follow. As a thank you for completing the survey, you can choose to be entered into a drawing to receive a $25 Beach Club Card.

Thank you for participating in the survey and Go Beach!

Erin Swetland                           Dr. Lynn Mahoney
President & CEO                         Associate Vice President
Associated Students Inc.                Undergraduate Studies/Academic Advising

Reminder message sent to students: March 20, 2009
Final message sent to students: April 8, 2009

Return Rate: 12.5% (2889 students out of over 23,000)

Results:

Demographics

Sophomores
- Females 319  
- Males 99  
Total: 418

Juniors
- Females 479  
- Males 171  
Total: 650

Seniors
- Females 1058  
- Males 441  
Total: 1,499

Total
- Females 1856 (72%)  
- Males 711 (28%)  
Total: 2567
### Appendix O: Advising Survey Summary

<table>
<thead>
<tr>
<th>College</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>224</td>
<td>110</td>
<td>334 (13%)</td>
</tr>
<tr>
<td>COED</td>
<td>151</td>
<td>7</td>
<td>158 (6%)</td>
</tr>
<tr>
<td>COE</td>
<td>46</td>
<td>146</td>
<td>192 (8%)</td>
</tr>
<tr>
<td>CHHS</td>
<td>432</td>
<td>92</td>
<td>524 (20%)</td>
</tr>
<tr>
<td>CLA</td>
<td>572</td>
<td>179</td>
<td>751 (29%)</td>
</tr>
<tr>
<td>CNSM</td>
<td>208</td>
<td>65</td>
<td>273 (11%)</td>
</tr>
<tr>
<td>COTA</td>
<td>187</td>
<td>96</td>
<td>283 (11%)</td>
</tr>
<tr>
<td>Undeclared</td>
<td>33</td>
<td>16</td>
<td>49 (2%)</td>
</tr>
</tbody>
</table>

#### Quantitative

Overall, a very positive response from 2889 sophomores, juniors, seniors about advising

**General Advising Questions**

CSULB advising system meets the needs of students
- 58.9% More than adequate to Exceptional
- 90.8% Adequate to Exceptional

Who students see when they need advising
- 89% college/dept
- 69% AAC
- 44.7% friends

Who referred students to advising?
- SOAR 12%
- Faculty/staff 17.5%
- Friend 18%
- College/dept office 27%
- ES 9%
- CSULB website 17%

**Break-out of student responses by college**

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>373</td>
</tr>
<tr>
<td>COTA</td>
<td>336</td>
</tr>
<tr>
<td>COED</td>
<td>218</td>
</tr>
<tr>
<td>COE</td>
<td>211</td>
</tr>
<tr>
<td>CHHS</td>
<td>501</td>
</tr>
<tr>
<td>CLA</td>
<td>781</td>
</tr>
<tr>
<td>CNSM</td>
<td>281</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>14</td>
</tr>
<tr>
<td>Missing/undeclared</td>
<td>207</td>
</tr>
</tbody>
</table>
Searching the CSULB’s web site for advising information
1843 63.8% Said Yes
1046 36.2% Said No
IF NO, where did you go for information?
472 17.4% Printed Schedule of Classes
402 14.8% Printed Catalog
295 10.9% Beach Board
236 8.7% Dept Road Map
353 13% Dept Academic Planner
491 18.1% Faculty or staff member
460 17% Other students

Usage of Web Tools
<table>
<thead>
<tr>
<th>Tool</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAC</td>
<td>791</td>
</tr>
<tr>
<td>BB</td>
<td>1431</td>
</tr>
<tr>
<td>College web site</td>
<td>1375</td>
</tr>
<tr>
<td>Dept web site</td>
<td>1960</td>
</tr>
<tr>
<td>ES</td>
<td>774</td>
</tr>
<tr>
<td>MyCSULB</td>
<td>2189</td>
</tr>
<tr>
<td>DPR</td>
<td>2550</td>
</tr>
<tr>
<td>Unofficial Trans</td>
<td>2029</td>
</tr>
</tbody>
</table>

Who do you see if you need advising (by college)?
- CBA 60%
- COED 34%
- COE 38%
- CHHS 56%
- CLA 51%
- CNSM 35%
- COTA 44%

How do you know where to go for advising?
Predominantly, college of dept office provides the information – *Advising training needed*
- CBA 39%
- COED 64%
- COE 54%
- CHHS 51%
- CLA 49%
- CNSM 48%
- COTA 55%

Three top reasons that students go to the AAC:
- GE requirements
- Understanding the Degree Progress Report
- Academic Progress

How students prepare for an appointment with AAC: Predominantly – Make a list of questions

Have you seen an advisor in your major: CBA was the only college where the dominant answer was “no”
How frequently do you see your advisor in your major? Predominantly – Once a semester

Again, CBA had the lowest numbers/percentages

- CBA 42 (12%)
- COED 84 (53%)
- COE 67 (35%)
- CHHS 198 (37%)
- CLA 283 (37%)
- CNSM 98 (35%)
- COTA 100 (34%)

Qualitative

The most important information came from the respondents' personal narratives. After cutting and pasting the narratives together, 168 pages of student remarks emerged about CSULB academic advising. The narrative information was then divided by colleges and special student group advising units where specific themes became evident. Although the quantitative results were positive, the personal narratives illustrated CSULB students' perceived problems with campus-wide advising.

Students' negative responses centered on their perceptions and expectations of advising at CSULB.

The most important information that was gathered from the survey came from students' narratives that demonstrated a misunderstanding about the type of information students would receive in a specific advising session.

1. Freshman in mandatory advising thought that they would receive information about specific courses that would fulfill major requirements. However, they received information on Pre-Bac requirements, GE, university academic rules, etc.

2. Students with an advising appointment in the UCUA were expecting to receive information on major requirements.

3. Students in advising appointments with their faculty advisors expected to receive information on GE, university rules and regulations and the number of units/courses to complete their degree.

In almost all cases where the respondents complained about their advising experience, the problem was students’ perceptions of campus advising and their expectations of the type of information they would receive.

F'09 Pilot Advising Program: RLC

Using the data gathered from the advising survey, a Pre-Advising workshop was developed for the RLC freshmen one month before their mandatory Fall 2009 Freshman Advising workshops. The RLC graduate intern and the UCUA professional advisor spent one hour explaining the type of information they would receive, training the students on MyCSULB, how to find and print their DPR, and explaining how to register for classes. Thus, when the mandatory advising workshops took place one month later, the freshmen were fully prepared to take an active part in their advising workshops.

Conclusions and Next Steps

Conclusions

While CSULB students expressed overwhelming satisfaction with campus advising, their qualitative responses yielded some interesting information:

- Students are generally dissatisfied with the advising workshop format
- Students are sometimes frustrated by the number of advisors that they need to see to get all their academic questions answered
- Students are concerned about the consistency of advising, they want to be assured that their advisors have been adequately trained and are providing accurate information
- Students want more advising and more holistic advising
• Students want more opportunities for on-on-one advising

• Students find our requirements and processes too complicated and express concern that requirements change too frequently

**Next Steps**
Develop ways to provide more holistic advising and decrease reliance on advising workshops
Enhance advisor training, build on success of Summer and Winter Advisor Institutes
Continue efforts to streamline GE requirements
Continue efforts to present degree requirements in easily understood formats