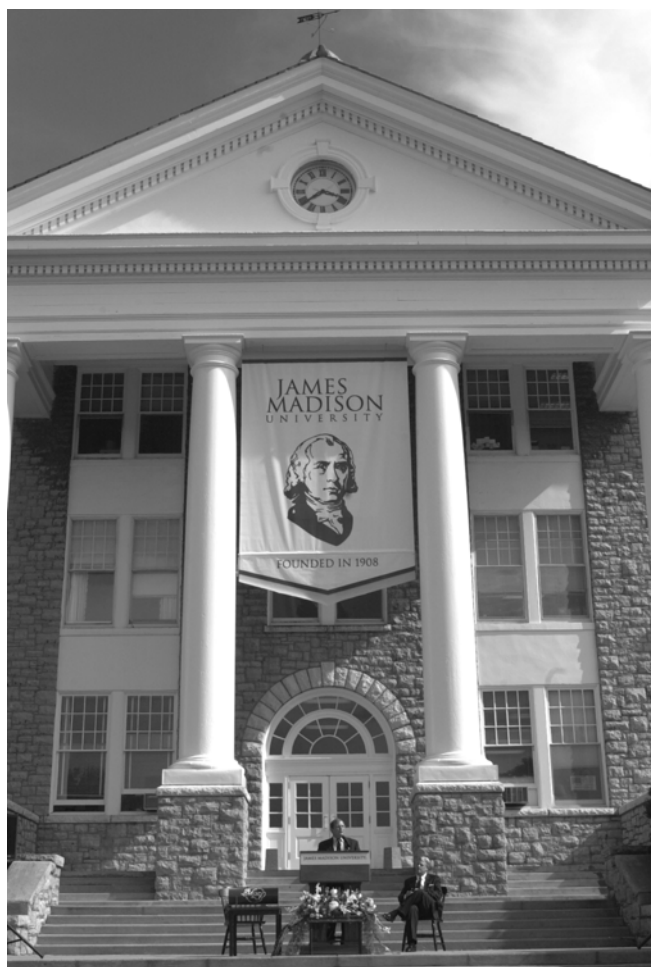


Division of Institutional Effectiveness

Summary Of The Student Survey On Advising In The Major

June 2002



Executive Summary

In the spring of 2002 Dr. Doug Brown, Vice President for Academic Affairs, directed his staff to investigate concerns that had been raised about the quality of advising in the academic majors. Surveys of alumni conducted by the Center for Assessment and Research Studies (CARS) and the Continuing Student Survey conducted by the Division of Institutional Effectiveness have consistently shown a relatively high level of dissatisfaction (between 20 and 30 percent) with aspects of advising in the major.

A total of 6,586 undergraduate students with a declared major, or 58 percent of the population with declared majors in spring 2002, were sent emails asking them to participate in the survey. The survey was conducted via the Web during April 2002. A total of 2,199 (33.4 percent) of the respondents completed the Web-based survey. The summary data in this report were weighted to adjust for possible bias due to sampling.

What have we learned from these results?

- The level of student dissatisfaction expressed in this survey is similar to surveys conducted by CARS and IE. Students consistently express levels of dissatisfaction of approximately 25 percent. The levels of dissatisfaction, at least for these respondents, vary by major. Appendix H shows the satisfaction levels for each major for freshmen and sophomores, juniors, and seniors.
- Academic performance of students does not appear to be a factor in the levels of satisfaction expressed. In fact, the students who responded to the survey had GPAs at least as high, if not higher, than non-respondents.
- Students have many means to obtain information from their advisor. Concerns about advisor availability on this survey are similar to those expressed on the Continuing Student Survey. However, students indicated that advisors are available in many ways. A possible interpretation from these results is that some of the concerns about availability may stem from some faculty being unavailable when students want them.
- Approximately ten percent of sophomores, juniors, and seniors either do not know the name of their advisor or say they do not have an advisor.
- Thirty percent of sophomores, juniors, and seniors did not meet with their advisors at all this semester, but at least 40 percent would like to meet more often.
- The three most frequently expressed desired characteristics in an advisor are accuracy of information, knowledge of university resources, and a desire to help.
- Twenty percent or more of all respondents mentioned two problem areas. The problem areas were contradictory advice from different sources and their advisor's lack of knowledge of General Education. More than 25 percent of sophomores, juniors, and seniors mentioned concerns about contradictory advice.
- Students express high levels of ownership for obtaining knowledge about their academic requirements and being prepared to meet with advisors. They feel less responsible for knowing the range of campus support services.

- Students primarily desire or need to meet with their advisor for questions about their major, degree requirements, or class selections. The need to meet varies slightly from freshmen to sophomores, juniors, and seniors. Sixty percent of freshmen that met with their academic advisor this year had questions about General Education.
- Students depend on a variety of sources outside of their academic advisor for academic information. The three most frequently mentioned are other students in the major, the undergraduate catalog, and friends or roommates. It is worth noting that more than 45 percent of freshmen depend on family members for assistance.

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Summary Of Student Survey On Advising In The Major 2002

Purpose

In the spring of 2002 Dr. Doug Brown, Vice President for Academic Affairs, directed his staff to investigate concerns that had been raised about the quality of advising in the academic majors. Surveys of alumni conducted by the Center for Assessment and Research Studies (CARS) (Appendix A) and the Continuing Student Survey (Appendix B) conducted by the Division of Institutional Effectiveness have consistently shown relatively high levels of dissatisfaction (between 20 and 30 percent) with aspects of advising in the major. Dr. Brown directed that a thorough review take place to include focus groups with students and faculty, a Web discussion forum, and a major survey of undergraduate students. A graduate student survey is planned for next fall or early winter.

The purpose of this document is to summarize the findings of the *Student Survey On Advising In The Major, 2002*, conducted by the Division of Institutional Effectiveness and the Office of Institutional Research. This document is intended for senior management to summarize the overall findings and direct their attention to the major questions generated by the findings. Separate summaries are planned for each academic major. A sample academic major report is included in Appendix I.

Methodology

The Associate Vice President for Academic Support and her administrative intern, a former department head, initially drafted the survey. The AVP for Institutional Effectiveness and the Director of the Office of Institutional Research provided assistance in refining the instrument, collecting the data, and summarizing the results. The review of the items by the IE staff and deployment of the survey took less than two weeks.

Since the purpose of this survey was to collect information about advising that could be used for improvement in each major, it was necessary to generate a large sample from each major. During the spring 2002 semester 11,808 undergraduates had a declared major. For each major in which there were less than 200 students, all majors received the survey. For majors with more than 200 students, 200 students were randomly selected. The total sample was 6,586, or 58 percent of the population. Due to the fact that responses from some majors are overrepresented in the sample, the summary data presented in the results were weighted to minimize bias due to differential sampling.

The survey was conducted via the Web during April 2002 (See Appendix C for a copy of the survey). Three emails were sent to each student inviting him or her to participate in the anonymous survey. The opportunity to be selected for one of three \$20 gift certificates from the JMU Bookstore was offered as an incentive.

A total of 2,199 (33.4 percent) of the respondents completed the Web-based survey. The respondents were more likely to be female. Females represent 59.3 percent of the entire population and the sample, but 74.7 percent of the respondents were female. This response rate is consistent with other Web-based surveys conducted by the Office of Institutional Research. There were no meaningful differences from the entire population and sample for respondents by academic level and ethnic origin.

Appendix D contains a summary of the response rates for each major. The response rates varied from 50 percent in Communication Sciences and Disorders to 13 percent for Operations Management.

It should be noted that more than 25 percent of the respondents wrote comments about their experiences with academic advisors. The summary for senior administrators (See Appendix E) contains all the comments. Summaries for each major will contain the comments for the major.

Results

The results are summarized on the following pages by the questions directed to the students. Each question number is followed by the question posed to the students. Because freshmen advising for the major is handled differently than for sophomores, juniors, and seniors, the responses to each question are summarized for freshmen and other undergraduates separately.

Advising Questions

1. Did you transfer from another institution?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Column Percent	Count	Column Percent	Count	Column Percent
Q1. Transfer from another institution?	No	363	98.6%	1441	83.0%	1804	85.7%
	Yes, from a VA 4-year institution	2	.5%	99	5.7%	101	4.8%
	Yes, from a non-VA 4-year institution	1	.3%	83	4.8%	84	4.0%
	Yes, from a VA 2-year institution	2	.5%	98	5.6%	100	4.8%
	Yes, from a non-VA 2-year institution			15	.9%	15	.7%
Total		368	100.0%	1736	100.0%	2104	100.0%

The percentage of non-freshmen who indicated that they enrolled as transfers is consistent with the percentage of all students who enroll as transfers. Therefore, the data on these students are not weighted more toward freshmen enrollees or transfers.

2. What is your current first major?

	Q34. Type of student, freshmen or other.				Total	
	Freshman		Sophomore, Junior, or Senior			
	Count	% within Q2. Current first major	Count	% within Q2. Current first major	Count	% within Q2. Current first major
Accounting	11	20.4%	43	79.6%	54	100.0%
Anthropology	3	9.7%	28	90.3%	31	100.0%
Art	13	24.5%	40	75.5%	53	100.0%
Art History	2	14.3%	12	85.7%	14	100.0%
Biology	23	26.7%	63	73.3%	86	100.0%
Business and Marketing Education			4	100.0%	4	100.0%
Chemistry	8	23.5%	26	76.5%	34	100.0%
Communication Sciences and Disorders	13	17.3%	62	82.7%	75	100.0%
Computer Information Systems	5	9.4%	48	90.6%	53	100.0%
Computer Science	2	3.2%	60	96.8%	62	100.0%
Dietetics	5	17.2%	24	82.8%	29	100.0%
Economics	3	9.7%	28	90.3%	31	100.0%
English	16	20.0%	64	80.0%	80	100.0%
Finance	7	16.7%	35	83.3%	42	100.0%
General Psychology	10	14.5%	59	85.5%	69	100.0%
Geography	3	21.4%	11	78.6%	14	100.0%
Geology	2	10.5%	17	89.5%	19	100.0%
Health Sciences	14	19.2%	59	80.8%	73	100.0%
History	11	20.0%	44	80.0%	55	100.0%
Hospitality and Tourism Management	7	13.5%	45	86.5%	52	100.0%
Individualized Study			8	100.0%	8	100.0%
Integrated Science and Technology	10	16.4%	51	83.6%	61	100.0%
Interdisciplinary Liberal Studies	25	28.1%	64	71.9%	89	100.0%
Interdisciplinary Social Science	4	9.5%	38	90.5%	42	100.0%
International Affairs	21	28.8%	52	71.2%	73	100.0%
International Business	16	29.6%	38	70.4%	54	100.0%
Kinesiology	6	14.3%	36	85.7%	42	100.0%
Management	6	14.6%	35	85.4%	41	100.0%
Marketing	9	15.3%	50	84.7%	59	100.0%
Mathematics	5	13.5%	32	86.5%	37	100.0%
Media Arts and Design	8	10.4%	69	89.6%	77	100.0%
Modern Foreign Languages	5	16.7%	25	83.3%	30	100.0%
Music	19	30.6%	43	69.4%	62	100.0%
Nursing	17	27.0%	46	73.0%	63	100.0%
Operations Management			3	100.0%	3	100.0%
Philosophy and Religion	5	20.8%	19	79.2%	24	100.0%
Physics	6	37.5%	10	62.5%	16	100.0%
Political Science	14	22.2%	49	77.8%	63	100.0%
Public Administration	2	4.3%	44	95.7%	46	100.0%
Quantitative Finance	3	27.3%	8	72.7%	11	100.0%
Recreation	1	6.3%	15	93.8%	16	100.0%
Social Work	8	17.0%	39	83.0%	47	100.0%
Sociology	3	4.9%	58	95.1%	61	100.0%
Speech Communication	5	5.1%	93	94.9%	98	100.0%
Technical and Scientific Communication	2	8.7%	21	91.3%	23	100.0%
Theatre and Dance	13	28.9%	32	71.1%	45	100.0%
Total	371	17.5%	1750	82.5%	2121	100.0%

3. How many different majors, including your current major, have you declared at JMU?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q3. Number of different majors	One	280	76.9%	1066	62.4%	1346	64.9%
	Two	73	20.1%	512	30.0%	585	28.2%
	Three or more	11	3.0%	131	7.7%	142	6.8%
Total		364	100.0%	1709	100.0%	2073	100.0%

The responses to the third question are consistent with studies conducted by OIR. In the previous studies we found that at least 40 percent of students who choose a major during their freshman year change it at least once prior to graduation. Most of these changes occur during the freshmen and sophomore years.

3a. Are you a double major?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q3A. Are you a double major?	Yes	17	4.6%	146	8.4%	163	7.8%
	No, but I was a double major at one time	4	1.1%	76	4.4%	80	3.8%
	No	345	94.3%	1509	87.2%	1854	88.4%
Total		366	100.0%	1731	100.0%	2097	100.0%

A higher proportion of the respondents indicated that they have a double major (7.8percent), as opposed to the group sampled (4.7 percent). This may mean that double majors are over-represented in the respondents, or it may mean that some of the students believe they are going to have two majors, but have not officially declared them.

4. Do you have a faculty advisor in your major?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q4. Do you have a faculty advisor in your major?	Yes	288	82.1%	1508	89.0%	1796	87.8%
	Yes, but I do not know his or her name	45	12.8%	123	7.3%	168	8.2%
	No	18	5.1%	64	3.8%	82	4.0%
Total		351	100.0%	1695	100.0%	2046	100.0%

Approximately 11 percent of the sophomores, juniors, and seniors either do not know the name of their faculty advisor or do not know that they have one. The students listed a wide variety of reasons they did not have a major advisor. The responses ranged from “I just decided to do business. I am going to get one this week, but I do have a dance advisor” to “My advisor left JMU and I have no idea who my advisor is now. I think the head of the ___ department is my advisor, but she is very busy.” The responses can be viewed in Appendix F.

5. Including this semester, how many semesters have you had this same major?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q5. How many semesters had same major	One	95	26.3%	139	8.2%	234	11.3%
	Two	265	73.4%	277	16.3%	542	26.3%
	Three	1	.3%	225	13.2%	226	11.0%
	Four			407	23.9%	407	19.7%
	Five			155	9.1%	155	7.5%
	Six			263	15.5%	263	12.7%
	Seven			46	2.7%	46	2.2%
	Eight or more			190	11.2%	190	9.2%
Total		361	100.0%	1702	100.0%	2063	100.0%

More than 60 percent of the sophomores, juniors, and seniors had the same major for four or more semesters.

6. Including this semester, how many semesters have you had this same major advisor?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q6. How many semesters had same advisor	One	293	82.3%	206	12.2%	499	24.4%
	Two	52	14.6%	460	27.2%	512	25.0%
	Three			275	16.3%	275	13.4%
	Four			309	18.3%	309	15.1%
	Five			130	7.7%	130	6.4%
	Six			154	9.1%	154	7.5%
	Seven			27	1.6%	27	1.3%
	Eight or more			37	2.2%	37	1.8%
	Do not know	11	3.1%	92	5.4%	103	5.0%
Total		356	100.0%	1690	100.0%	2046	100.0%

Thirty-nine percent of the sophomores, juniors, and seniors indicated they had the same advisor four or more semesters.

7. Number of times per semester you typically meet in person with your major advisor.

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q7. Number of times per semester meet with advisor	None	103	28.8%	509	30.1%	612	29.8%
	One	147	41.1%	675	39.9%	822	40.1%
	Two to five	101	28.2%	423	25.0%	524	25.5%
	Six to ten	2	.6%	46	2.7%	48	2.3%
	Eleven or more	5	1.4%	40	2.4%	45	2.2%
Total		358	100.0%	1693	100.0%	2051	100.0%

The respondents do not meet frequently in person with their faculty advisor. Less than one-third of the sophomores, juniors, and seniors met more than one time per semester with their advisor. Thirty percent did not meet with their advisor at all. However, when these students are compared with their responses to question 8 about the frequency of their meetings, more than 40 percent of the sophomores, juniors, and seniors would like to meet more frequently.

8. Is the number of times you meet with your major advisor too few, about right, or too often?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q8. Rating of sufficiency of meetings with advisor	Too few	153	43.2%	697	40.9%	850	41.3%
	About right	167	47.2%	883	51.8%	1050	51.0%
	Too often			6	.4%	6	.3%
	Have not met with advisor yet	34	9.6%	119	7.0%	153	7.4%
Total		354	100.0%	1705	100.0%	2059	100.0%

Of the sophomores, juniors, and seniors in question 7 who said they had not met with their advisor this semester, approximately 15 percent indicated that that was “About right.” In other words, a significant number of students who have not met with their advisor feel a need to meet more often.

9. Does your major advisor post office hours?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q9. Does advisor post office hours?	Yes	190	53.7%	982	57.9%	1172	57.2%
	No	26	7.3%	140	8.3%	166	8.1%
	Do not know	138	39.0%	574	33.8%	712	34.7%
Total		354	100.0%	1696	100.0%	2050	100.0%

Academic major advisors appear to be posting office hours and meeting with students during those times. Of the sophomores, juniors, and seniors who knew that their advisor has office hours, 88 percent said their advisor posts office hours. However, more than 33 percent did not know if their advisor posts office hours.

10. If your major advisor posts office hours, how often are your visits during the posted office hours?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q10. How often meet with advisor during office hours?	All of the time	53	16.0%	277	19.1%	330	18.5%
	Most of the time	84	25.3%	444	30.6%	528	29.6%
	Seldom	45	13.6%	245	16.9%	290	16.3%
	Never	29	8.7%	135	9.3%	164	9.2%
	My major advisor does not post office hours	16	4.8%	98	6.7%	114	6.4%
	I have not yet met with my advisor	105	31.6%	253	17.4%	358	20.1%
Total		332	100.0%	1452	100.0%	1784	100.0%

Approximately two-thirds of the sophomores, juniors, and seniors who have met with their faculty advisor met “All the time” or “Most of the time” during office hours.

11. How available is your major advisor?

During posted office hours:

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q11-1. How available during posted office hours	Available all the time	95	51.6%	461	46.6%	556	47.4%
	Available most of the time	75	40.8%	417	42.2%	492	41.9%
	Seldom available	9	4.9%	80	8.1%	89	7.6%
	Never available	5	2.7%	31	3.1%	36	3.1%
Total		184	100.0%	989	100.0%	1173	100.0%

By appointment:

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q11-3. How available by appointment	Available all the time	111	55.8%	560	45.7%	671	47.1%
	Available most of the time	77	38.7%	534	43.6%	611	42.9%
	Seldom available	4	2.0%	105	8.6%	109	7.6%
	Never available	7	3.5%	27	2.2%	34	2.4%
Total		199	100.0%	1226	100.0%	1425	100.0%

By email:

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q11-4. How available by email	Available all the time	141	58.0%	652	49.1%	793	50.4%
	Available most of the time	77	31.7%	471	35.4%	548	34.9%
	Seldom available	13	5.3%	137	10.3%	150	9.5%
	Never available	12	4.9%	69	5.2%	81	5.2%
Total		243	100.0%	1329	100.0%	1572	100.0%

By phone:

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q11-5. How available by phone	Available all the time	35	23.0%	180	21.9%	215	22.1%
	Available most of the time	88	57.9%	385	46.9%	473	48.6%
	Seldom available	17	11.2%	167	20.3%	184	18.9%
	Never available	12	7.9%	89	10.8%	101	10.4%
Total		152	100.0%	821	100.0%	973	100.0%

Outside posted office hours:

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q11-2. How available outside posted office hours	Available all the time	8	5.8%	44	4.8%	52	4.9%
	Available most of the time	70	51.1%	499	54.1%	569	53.7%
	Seldom available	47	34.3%	288	31.2%	335	31.6%
	Never available	12	8.8%	92	10.0%	104	9.8%
Total		137	100.0%	923	100.0%	1060	100.0%

Students have many means to contact advisors. In order of availability, advisors are “Available all the time” or “Most of the time” to sophomores, juniors, and seniors during posted office hours (89 percent), by appointment (89 percent), by email (85 percent), by phone (68 percent), or outside posted office hours (59 percent).

12. If you are an athlete, how often do you rely on the advisors in Student-Athlete Services?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q12. Reliance on Student-Athlete Services	I am not an athlete	276	94.8%	1172	95.3%	1448	95.2%
	Very often	8	2.7%	21	1.7%	29	1.9%
	Often			5	.4%	5	.3%
	Seldom	2	.7%	8	.7%	10	.7%
	Never	5	1.7%	24	2.0%	29	1.9%
Total		291	100.0%	1230	100.0%	1521	100.0%

Student athletes have advisors in Student-Athlete Services. Of the 73 athletes who responded to the question, 47 percent depend on the services “Very often” or “Often.” A separate summary for these students will be provided to the Director of Athletics.

13. How important are each of the following characteristics in a major advisor?

	Percent Extremely Important		
	Freshmen	Sophomores, Juniors, Seniors	Total
Accuracy of information	95.3	97.1	96.8
Knowledge of university resources	89.9	88.7	88.9

	Percent Extremely Important		
	Freshmen	Sophomores, Juniors, Seniors	Total
Desire to help	86.6	89.2	88.8
Availability	76.8	77.6	77.5
Ability to provide career advice	79.3	66.5	68.8
Provides information (warnings, updates, opportunities, etc.) without being asked	70.2	65.3	66.2
Knowledge of General Education	53.1	50.5	50.9
Understanding of how Advanced Placement and other transfer credits count in fulfilling major and degree requirements	48.6	49.7	49.5

An academic advisor must have knowledge of various issues and concerns as well as be available and willing to help. The students were asked to indicate the importance of eight advising characteristics. The responses of freshmen and sophomores, juniors, and seniors were quite similar. Accuracy of information, knowledge of university resources, and desire to help were listed by more than 88 percent as being “Extremely important.” However, 50 percent or more of the respondents listed each characteristic as being “Extremely important.”

14. How large, if any, are the following problems with the advisor for your major?

	Percent Large Problem or Problem		
	Freshmen	Sophomores, Juniors, Seniors	Total
Contradictory advice from different sources	14.4	25.3	23.8
Advisor is unavailable	15.2	21.0	20.1
Advisor's lack of knowledge of General Education	10.6	20.6	19.2
Advisor is not interested in helping	14.5	19.7	19.1
Advisor's inability to register students into ECampus for their first choice of classes	18.4	18.8	18.8
Inaccurate advice	14.6	17.4	17.1
Advisor's lack of knowledge of degree requirements	9.6	14.1	13.5

A list of possible advising problems was presented to the students. More than 20 percent of the sophomores, juniors, and seniors listed contradictory advice from different sources

and the advisor being unavailable as a “Large problem” or a “Problem.” This survey did not address the sources of contradictory advice, but students receive advice from many sources outside of their academic advisor (See question 19).

The percentage of students who listed their advisor as being unavailable is similar to the responses to the Continuing Student Survey.

Students who transferred to JMU were no more likely to express difficulties with General Education advising than were students who initially enrolled as first-time freshmen.

A summary of these responses by question and major is provided at the end of this report in Appendix G.

15. How responsible should students be for the following?

	Percent Very Responsible Or Responsible		
	Freshmen	Sophomores, Juniors, Seniors	Total
Meeting graduation requirements (in degree, major, and General Education)	94.9	93.4	93.7
Being prepared for advising appointments	93.1	92.9	93.0
Knowledge of major requirements	85.9	91.1	90.1
Making appointments with advisor	89.3	90.1	90.0
Keeping track of student progress toward graduation	87.5	88.9	88.7
Reading the catalog to find out about requirements	87.7	89.0	88.6
Knowledge of degree requirements	78.6	88.0	86.4
Knowledge of General Education requirements	83.7	86.1	85.7
Knowledge of minor requirements	72.5	86.5	83.2
Knowing of add/drop deadlines	75.2	79.5	78.7
Knowing of academic policies and procedures	74.2	73.3	73.4
Knowing about campus support services	56.9	59.2	58.8

The students were presented with a list of advising-related knowledge or activities. They were asked to indicate how responsible students should be for each. In most instances students felt they should shoulder the vast majority of responsibility for gaining the knowledge or conducting the activity. However, students felt the least responsible for knowing about campus support services.

16. For which of the following reasons have you seen your major advisor this year? Mark as many as apply.

	Percent Who Met With Advisor For		
	Freshmen	Sophomores, Juniors, Seniors	Total
Questions about your major	78.3	80.9	80.5
Questions about degree requirements	42.0	68.3	63.8
Help with class selections	69.0	53.4	56.1
Questions about General Education	58.0	35.6	39.4
General advice	31.3	33.7	33.3
Career advice	22.1	25.3	24.8
For advice about a class you are currently taking	25.6	16.9	18.4
To socialize	7.8	15.1	13.8
To register a complaint	1.1	3.2	2.8

Students visit their advisor for a variety of reasons. When asked to indicate the reasons for visiting their advisor, 56 percent or more visited their advisor this year with questions about their major, degree requirements, or class selections. Nearly 40 percent of the students had questions about General Education, but 58 percent of freshmen had questions about General Education. For freshmen the major reasons to visit their advisor were questions concerning major, class selections, and General Education.

17. Of the reasons listed above for which you have seen your advisor, which one was the most important to you?

	Percent Most Important		
	Freshmen	Sophomores, Juniors, Seniors	Total
Questions about degree requirements	9.5	35.8	31.3
Questions about your major	36.4	29.4	30.6
Help with class selections	32.4	16.9	19.5
Career advice	4.4	8.4	7.7
General advice	4.7	3.7	3.9
Questions about General Education	6.5	2.6	3.3
For advice about a class you are currently taking	5.8	1.9	2.6

	Percent Most Important		
	Freshmen	Sophomores, Juniors, Seniors	Total
To socialize	0.4	0.7	0.7
To register a complaint	0.0	0.4	0.4

In questions 17 and 18 the students were asked to rank the most important reasons (question 16) for visiting their advisor. Questions about degree requirements, their major, and class selections are the primary reasons for visiting advisors. As might be expected, the reasons varied between freshmen and sophomores, juniors, and seniors. Freshmen listed questions about their major and class selections as the primary reasons while sophomores, juniors, and seniors mentioned questions about degree requirements and their major as most important.

18. Of the reasons listed above for which you have seen your advisor, which one was the second most important to you?

	Percent Second Most Important		
	Freshmen	Sophomores, Juniors, Seniors	Total
Questions about your major	32.0	33.6	33.3
Questions about degree requirements	15.4	19.4	18.8
Help with class selections	15.1	16.0	15.8
Questions about General Education	15.1	11.0	11.7
Career advice	10.4	8.3	8.7
General advice	3.9	6.7	6.3
To socialize	1.9	2.7	2.5
For advice about a class you are currently taking	6.2	1.4	2.2
To register a complaint	0.0	0.9	0.7

19. When you have an academic question, how often do you rely on the following sources instead of, or in addition to, your major advisor?

	Percent Very Often Or Often		
	Freshmen	Sophomores, Juniors, Seniors	Total
Other students in your major	79.4	88.0	86.5
Catalog	72.7	75.8	75.3
Friends/roommates	79.3	71.0	72.5
Other instructors	45.7	58.0	55.9
Department Web Pages	53.7	55.1	54.9
Family members	46.6	27.1	30.6
Department head	17.7	25.6	24.2

Students rely on others for information about academic questions. It appears from their responses that other students, the undergraduate catalog, and friends/roommates are the primary information sources. It should be noted that family members are frequently asked for help by almost half of the freshmen.

20. Overall, how satisfied are you with the quality of academic advising you have received in your major this year?

	Q34. Type of student, freshmen or other.				Total		
	Freshman		Sophomore, Junior, or Senior				
	Count	Percent Column	Count	Percent Column	Count	Percent Column	
Q20. Overall satisfaction with advising in major	Very satisfied	74	25.5%	358	24.8%	432	24.9%
	Satisfied	161	55.5%	660	45.7%	821	47.3%
	Not satisfied	55	19.0%	426	29.5%	481	27.7%
Total		290	100.0%	1444	100.0%	1734	100.0%

Students were asked to rate their level of satisfaction with advising in the major. Approximately 30 percent of the sophomores, juniors, and seniors indicated that they are “Not satisfied” with advising in their major. Their responses are very similar to alumni surveys conducted by CARS and the Continuing Student Survey (Appendices A and B).

Questions were raised about the academic performance of the respondents compared with those who did not respond. Were the respondents more likely to be experiencing academic difficulties than respondents, and therefore more likely to respond negatively about advising? The average cumulative GPA of respondents was 3.069 compared with

2.932 for non-respondents. The implication is that the respondents were not more likely to have academic problems than non-respondents. In fact, in some majors, the opposite is true. Appendix D displays the mean GPA for each major.

A summary by major is provided to senior academic management in Appendix H.

21. If you have a minor, how satisfied are you with the quality of academic advising you have received in your minor this year?

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q21. Overall satisfaction with advising in minor	Very satisfied	13	35.1%	125	28.1%	138	28.6%
	Satisfied	16	43.2%	204	45.8%	220	45.6%
	Not satisfied	8	21.6%	116	26.1%	124	25.7%
Total		37	100.0%	445	100.0%	482	100.0%

Students were asked to rate their level of satisfaction with advising in their minor. The results were similar to the rating about the major, with 26 percent of sophomores, juniors, and seniors being dissatisfied with advising in their minor.

22. Please list other things you would like us to know about your experiences with advising in your major.

Appendix E contains the comments from all students by major for the senior academic administrators. A separate summary for each major will be provided to the academic department heads in their summary.

- 23-32. Undergraduate students cannot major in an education field, but instead must major in another discipline and minor in the area in which they plan to be certified. These students completed questions 23-32 on the survey. A separate summary of these responses is included in Appendix J and will be provided to the School of Education.

Demographic Characteristics

33. Your gender

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q33. Gender	Male	83	22.5%	494	28.4%	577	27.4%
	Female	286	77.5%	1246	71.6%	1532	72.6%
Total		369	100.0%	1740	100.0%	2109	100.0%

The respondents were more likely to be female than male. Females comprise 59 percent of the sample and students with a major, but nearly 73 percent of the respondents to this survey were female. These response rates are similar to the rates for other surveys conducted by OIR. The results, therefore, are more likely to be representative of females than males.

34. Your academic level

Q34. Academic level * Q34. Type of student, freshmen or other. Crosstabulation

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q34. Academic level	Freshman	370	100.0%			370	17.5%
	Sophomore			536	30.7%	536	25.4%
	Junior			603	34.6%	603	28.5%
	Senior			605	34.7%	605	28.6%
Total		370	100.0%	1744	100.0%	2114	100.0%

Seniors represented the highest proportion of the respondents to the survey (28.6 percent) and the largest number in the sample. When the number of respondents for each level (freshmen, sophomores, juniors, and seniors) is divided by the number of possible respondents, we find that seniors were less likely to respond to the survey (29 percent) than were freshmen (35.2 percent), sophomores (34.3 percent), and juniors (34.5 percent). In the entire JMU undergraduate population seniors represent 27.4 percent, juniors represent 22.9 percent, sophomores represent 26.6 percent, and freshmen represent 27.4 percent.

35. Your ethnic origin

		Q34. Type of student, freshmen or other.				Total	
		Freshman		Sophomore, Junior, or Senior			
		Count	Percent Column	Count	Percent Column	Count	Percent Column
Q35. Ethnic origin	African-American	9	2.5%	48	2.8%	57	2.7%
	American Indian/Alaskan Native	2	.5%	3	.2%	5	.2%
	Asian-American	21	5.7%	76	4.4%	97	4.7%
	Hispanic	6	1.6%	24	1.4%	30	1.4%
	Caucasian	319	86.9%	1507	87.7%	1826	87.5%
	Other	10	2.7%	61	3.5%	71	3.4%
Total		367	100.0%	1719	100.0%	2086	100.0%

The response rate for students by ethnic origin was similar to the entire sample, but Caucasians were slightly less likely to respond (87.5 percent) than non-Caucasian or “Other.”

Summary

The *Student Survey On Advising In The Major* was conducted jointly by the Division of Academic Affairs and the Division of Institutional Effectiveness. The purpose of the survey was to gather information from students about academic advising in their major. Studies conducted by CARS and IE consistently have shown levels of dissatisfaction with academic advising in the 25 percent range. This range has been consistent for many years. By surveying a very large sample of undergraduate students who have a major, it is hoped that the results can pinpoint areas of concern where efforts can be directed to promote change.

What have we learned from these results?

- The level of student dissatisfaction expressed in this survey is similar to surveys conducted by CARS and IE. Students consistently express levels of dissatisfaction of approximately 25 percent. The levels of dissatisfaction, at least for these respondents, vary by major. Appendix H shows the satisfaction levels for each major for freshmen and sophomores, juniors, and seniors.
- Academic performance of students does not appear to be a factor in the levels of satisfaction expressed. In fact, the students who responded to the survey had GPAs at least as high, if not higher, than non-respondents.
- Students have many means to obtain information from their advisor. Concerns about advisor availability on this survey are similar to those expressed on the Continuing Student Survey. However, students indicated that advisors are available in many ways. A possible interpretation from these results is that some of the concerns about availability may stem from some faculty being unavailable when students want them.
- Approximately ten percent of sophomores, juniors, and seniors either do not know the name of their advisor or say they do not have an advisor.
- Thirty percent of sophomores, juniors, and seniors did not meet with their advisors at all this semester, but at least 40 percent would like to meet more often.
- The three most frequently expressed desired characteristics in an advisor are accuracy of information, knowledge of university resources, and a desire to help.
- Twenty percent or more of all respondents mentioned two problem areas. The problem areas were contradictory advice from different sources and their advisor’s lack of knowledge of General Education. More than 25 percent of sophomores, juniors, and seniors mentioned concerns about contradictory advice.
- Students express high levels of ownership for obtaining knowledge about their academic requirements and being prepared to meet with advisors. They feel less responsible for knowing the range of campus support services.

- Students primarily desire or need to meet with their advisor for questions about their major, degree requirements, or class selections. The need to meet varies slightly from freshmen to sophomores, juniors, and seniors. Sixty percent of freshmen that met with their academic advisor this year had questions about General Education.
- Students depend on a variety of sources outside of their academic advisor for academic information. The three most frequently mentioned are other students in the major, the undergraduate catalog, and friends or roommates. It is worth noting that more than 45 percent of freshmen depend on family members for assistance.

Discussion Questions For The Student Survey On Advising In The Major 2002

The following questions are provided to assist users of the survey results in their discussion about the implications of the results.

What results or trends from the survey results have general or specific relevance to a particular administrative area?

Would an understanding of these relevant results be enhanced by Institutional Effectiveness' providing the administrative area with breakdowns of the data by:

- Gender
- Race
- First enrollment status (first-time freshman or transfer)
- Academic college
- Years in a major

In what ways do these results or trends support or challenge existing data or beliefs?

After reviewing the relevant results, what specific actions, if any, should be considered by the administrative area?

- Additional discussions
- Additional study by the administrative area
- Expansion, modification or deletion of current initiatives
- New initiatives
- Collaborative efforts with other administrative areas

Appendix A
Summary Report Of The General Section Of The 2001-02
Alumni Survey

SUMMARY REPORT OF THE GENERAL SECTION OF THE
2001-2002 ALUMNI SURVEY

SIXTEENTH YEAR DEPARTMENTS

Accounting
History
Interdisciplinary Social Science
International Business
Kinesiology/Recreation
Media Arts and Design
Music
Nursing
Physics
Psychology
Technical and Scientific Communication

April 2002

Table 21 presents satisfaction ratings for various aspects of college life (survey items 25 to 31). In addition to the three questions concerning JMU support services (the Counseling and Student Development Center, Career Services, and Academic Advising) used in the 1992 survey, a fourth support service item concerning satisfaction with the Center for Service Learning, and items addressing educational experience and course availability, were included on the 1997 and 2002 surveys. It should be noted that the response scale used in 1992 and 2002 differ from that used in 1997. In 1997, the response scale did not allow for a “no basis to judge” option, while in 1992 and 2002 this option was included. As this option was not allowed, positive responses in 1997 (those who were satisfied) may have been inflated. Respondents when faced with lack of information are more likely to report positive feelings rather than negative. As ratings are more than likely inflated due to the absence of a “no basis to judge” option, only comparisons between 1992 and 2002 will be made. For ease of interpretation, the four-choice scale (very much satisfied to not at all satisfied) will be collapsed into two groups of satisfied and dissatisfied on the tables that follow. Percentages are based only on those who responded to the questions.

**Table 21a: Satisfaction Ratings: JMU Experiences and Services
1992, 1997, and 2002 Alumni Survey
Percentages for All Response Options**

25-31. To what extent were you satisfied with each of the following services in your JMU undergraduate major?

	Percent Satisfied			Percent Dissatisfied			Percent No basis to judge		
	1992	1997	2002	1992	1997	2002	1992	1997	2002
25. Education quality**		98	98		2	1			<1
26. Academic Advising (in the major)*	63	63	70	26	37	27	11		3
27. Course availability		88	89		13	10			<1
28. Counseling and Student Development Center	39	58	41	16	42	16	45		44
29. Career Services	51	63	44	25	37	24	24		33
30. Center for Service Learning		54	32		46	10			59
31. Overall JMU experience	97	98	98	3	2	1			1
*Slight wording change from 1992, text shortened to Advising in 2001									
**Slight wording change from 1992, text expanded from Education to Education quality in 2001									

Note. Percentages are rounded and based on those who responded. In 1997, the response scale for the questions about JMU experiences and services did not allow for a "no basis to judge" response option; in 1992 and the current survey this response option was included.

As can be inferred from Table 21a, alumni selected the "no basis to judge" option most often for items dealing with support services questions (items 28, 29, 30). In both the 1992 and 2002 surveys, quite a few respondents reported that they had no basis to rate the Counseling and Student Development Center (45% and 44%, respectively) and Career Services (24% and 33%, respectively). In the 2002 survey, 59% of alumni reported that they had no basis to rate the Center for Service Learning. It would appear that a number of alumni did not use these services while they were here. Fewer respondents reported that they had no basis to rate Academic Advising.

Table 21b: Satisfaction Ratings: JMU Experiences and Services
1992 and 2002 Alumni Survey Respondents
Percentages for Selected Response Options

	Percent Satisfied		Percent Dissatisfied	
	1992	2002	1992	2002
25. Education quality**		99		1
26. Academic Advising (in the major)*	71	73	29	27
27. Course availability		90		10
28. Counseling and Student Development Center	71	72	29	28
29. Career Services	67	66	33	34
30. Center for Service Learning		77		23
31. Overall JMU experience	97	99	3	1

Note: Percentages have been rounded. Missing data and “no basis to judge” responses were removed from these calculations.

As can be seen in Table 21b, satisfaction ratings were computed eliminating those who had responded “no basis to judge” and only included those who had experienced each service. Overall, satisfaction ratings have remained consistent from 1992 to 2002. Students are most satisfied with their overall JMU experience (99%), education quality (99%), and course availability (90%). Lower ratings of satisfaction were given for Center for Service Learning (77%), Academic Advising (73%), Counseling and Student Development Center (72%), and Career Services (66%).

Further analysis was conducted with Questions 25 to 31 to see if satisfaction ratings had changed over time. Tables 22 to 25 display the ratings of each support service by year of graduation. In order to determine more accurately the percentage of alumni satisfied and dissatisfied in each of these areas, missing data and “no basis to judge” responses were removed from these calculations.

Tables 22-25: Support Services Satisfaction by Year of Graduation
2001-2002 Alumni Survey Respondents
Frequencies and Percentages

26. Satisfaction with academic advising

Year of Graduation	Percent Satisfied	Count	Percent Dissatisfied	Count
2000	69	236	31	107
1999	74	185	26	66
1998	77	174	23	53
1997	75	183	25	62
1996	72	161	28	62

28. Satisfaction with Counseling and Student Development Center

Year of Graduation	Percent Satisfied	Count	Percent Dissatisfied	Count
2000	70	147	30	64
1999	70	92	30	41
1998	70	93	30	39
1997	73	109	27	36
1996	75	98	25	32

29. Satisfaction with Career Services

Year of Graduation	Percent Satisfied	Count	Percent Dissatisfied	Count
2000	60	132	40	88
1999	82	125	18	39
1998	64	114	36	65
1997	64	115	36	65
1996	66	104	34	54

30. Satisfaction with The Center for Service Learning

Year of Graduation	Percent Satisfied	Count	Percent Dissatisfied	Count
2000	73	103	27	39
1999	84	73	16	14
1998	73	70	27	26
1997	75	86	25	29
1996	81	82	19	19

Note: Percentages have been rounded. Missing data and “no basis to judge” responses were removed from these calculations.

Looking at trends across those surveyed this year; satisfaction with JMU services varies across type of service and year of graduation. In general, alumni in 2000 are slightly less

satisfied than alumni from all other previous years in the area of Academic Advising [2000 (69%), 1999 (74%), 1998 (77%), 1997 (75%), and 1996 (72%)]. In addition, alumni from 2000 are less satisfied than alumni from 1999 in the areas of Career Services (decreased from 82% to 60%) and The Center for Service Learning (decreased from 84% to 73%). However, satisfaction ratings from the most current alumni in these areas are actually consistent with alumni ratings from 1998, 1997, and 1996. Satisfaction ratings for the Counseling and Student Development Center were consistent across all years (~70%).

Displayed in Tables 29 and 30 are the satisfaction ratings of alumni in terms of their freshman advising (survey items 32 to 37). These questions are new to the alumni survey. As a way of improving response validity, respondents who wished to do so could mark "no basis to judge" as their answer. Thus, students who had not experienced the service would not feel forced to report a judgment and information concerning the extent of student use could also be collected. For ease of interpretation, the five-choice scale (very much satisfied to very dissatisfied) will be collapsed into three groups of satisfied, neutral, and dissatisfied on the tables that follow.

Table 29: Satisfaction Ratings: Freshman Advising in Several Areas
2001-2002 Alumni Survey Respondents
Frequencies and Percentages for All Response Options

32-37. To what extent were you satisfied with your freshman advising in the following areas?

Key Area	Percent Satisfied	Percent Neutral	Percent Dissatisfied	Percent No basis to judge
32. Clarity of information about major requirements	55	15	13	17
33. Assistance with developing an academic plan	40	21	21	18
34. Peer mentors/advisors advising on program	24	20	18	39
35. Assistance with understanding of general education requirements)	54	16	12	18
36. Availability of advisor	43	22	16	19
37. Assistance with appropriate referrals for student assistance, career counseling, personal counseling	25	18	14	42

3% of alumni did not respond to these questions.

Note: Percentages have been rounded and are based on those who responded to these questions. Missing data were removed from these calculations.

Table 30: Satisfaction Ratings: Freshman Advising in Several Areas
Frequencies and Percentages for Selected Response Options

Key Area	Percent Satisfied	Percent Neutral	Percent Dissatisfied
32. Clarity of information about major requirements	66	18	16
33. Assistance with developing an academic plan	49	25	26
34. Peer mentors/advisors advising on program	39	32	29
35. Assistance with understanding of general education requirements)	65	19	15
36. Availability of advisor	53	27	20
37. Assistance with appropriate referrals for student assistance, career counseling, personal counseling	44	32	24

Note: Percentages have been rounded and are based on those who responded to these question, but did not select the "no basis to judge" option. Missing data were removed from these calculations.

In Table 29, percentages were calculated including the "no basis to judge" option, as it is assumed that almost all students would have had exposure to freshman advising in each of these areas. As can be inferred from Table 29, the "no basis to judge" response was used relatively often, with 15% to 29% of alumni reporting they had no basis to judge various aspects of freshman

advising.

In Table 30, percentages were recalculated excluding the “no basis to judge” option. Overall satisfaction ratings across all areas tend to be low. Using percentages from Table 30, results are presented in rank order from highest to lowest satisfaction: clarity of information about major requirements (66%), assistance with understanding of general education requirements (65%), availability of advisor (53%), assistance with developing an academic plan (49%), assistance with appropriate referrals for student assistance, career counseling, personal counseling (44%), and peer mentors/advisors advising on program (39%).

Displayed in Tables 31, 32, and 33 are the satisfaction ratings of alumni in terms of their major advising (survey items 38 to 44). These questions are new to the alumni survey. As a way of improving response validity, respondents who wished to do so could mark "no basis to judge" as their answer. Thus, students that had not experienced the service would not feel forced to report a judgment and information concerning the extent of student use could also be collected. For ease of interpretation, the five-choice scale (very much satisfied to very dissatisfied) will be collapsed into three groups of satisfied, neutral, and dissatisfied on the tables that follow.

Table 31: Satisfaction Ratings: Major Advising in Several Areas
Frequencies and Percentages for All Response Options

38-44. To what extent were you satisfied with your major advising in the following areas?

Key Area	Percent Satisfied	Percent Neutral	Percent Dissatisfied	Percent No basis to judge
38. Clarity of information about major requirements	83	10	5	3
39. Assistance with developing an academic plan	66	17	11	6
40. Peer mentors/advisors advising on program	45	20	10	25
41. Assistance with understanding of general education requirements)	68	17	6	8
42. Availability of advisor	67	17	10	6
43. Assistance with appropriate referrals for student assistance, career counseling, personal counseling	42	18	10	30
44. Value of advisor input in making post-graduate plans for your career or graduate/professional study	44	20	17	19
3% of alumni did not respond to these questions.				

Note: Percentages have been rounded and are based on those who responded to these questions. Missing data were removed from these calculations.

Table 32: Satisfaction Ratings: Major Advising in Several Areas
Frequencies and Percentages for Selected Response Options

Key Area	Percent Satisfied	Percent Neutral	Percent Dissatisfied
38. Clarity of information about major requirements	85	10	5
39. Assistance with developing an academic plan	70	18	12
40. Peer mentors/advisors advising on program	60	27	13
41. Assistance with understanding of general education requirements)	74	19	7
42. Availability of advisor	71	18	11
43. Assistance with appropriate referrals for student assistance, career counseling, personal counseling	61	25	14
44. Value of advisor input in making post-graduate plans for your career or graduate/professional study	55	24	21

Note: Percentages have been rounded and are based on those who responded to these question, but did not select the “no basis to judge” option. Missing data were removed from these calculations.

In Table 31, percentages were calculated including the “no basis to judge” options, as it is assumed that almost all students would have had exposure to major advising in each of these areas. As can be inferred from Table 31 the "no basis to judge" response was used relatively often in the areas of assistance with appropriate referrals for student assistance, career counseling,

personal counseling (30%) and peer mentors/advisors advising on program (25%).

In Table 32, percentages were recalculated excluding the “no basis to judge” option. In general, overall satisfaction ratings in terms of major advising tend to be higher than satisfaction ratings for freshman advising. Using percentages from Table 32, results are presented in rank order from highest to lowest satisfaction: Clarity of information about major requirements (85%), assistance with understanding of general education requirements (74%), availability of advisor (71%), assistance with developing an academic plan (70%), assistance with appropriate referrals for student assistance, career counseling, personal counseling (61%), peer mentors/advisors advising on program (60%), and value of advisor input in making post-graduate plans for your career or graduate/professional study (55%).

Table 33 includes a comparison of alumni satisfaction ratings for their freshman and major advising.

Table 33: Satisfaction Ratings: A Comparison of Freshman and Major Advising Frequencies and Percentages for Selected Response Options

Key Area	Freshman Advising Percent Satisfied	Major Advising Percent Satisfied
32. Clarity of information about major requirements	66	85
33. Assistance with developing an academic plan	49	70
34. Peer mentors/advisors advising on program	39	60
35. Assistance with understanding of general education requirements)	65	74
36. Availability of advisor	53	71
37. Assistance with appropriate referrals for student assistance, career counseling, personal counseling	44	61

Note: Percentages have been rounded and are based on those who responded to these question, but did not select the “no basis to judge” option. Missing data were removed from these calculations.

Table 34 presents the frequencies and percentages for responses to item 45. This question is new and deals with advising for transfer students

Tables 34: JMU Experiences Satisfaction by Year of Graduation
2001-2002 Alumni Survey Respondents
Frequencies and Percentages

45. If you were a transfer student, please answer this question. To what degree was your departmental advisor helpful and responsive in your transition to JMU?

	Count	Percent
(Not Answered)	861	
No basis to judge	185	
Very helpful	88	28 %
Helpful	135	42 %
Not helpful	96	30 %
Total Responses	319	100 %

Note: Percentages are rounded. Missing data and “no basis to judge” responses were removed from these calculations.

Of the 27% (n=319) of alumni who reported they were transfer students, 70% (n=223) rated their departmental advisor as helpful and 30% rated their advisor as not helpful.

Table 35 summarizes satisfaction ratings for JMU's contribution in the following areas of personal growth. For ease of interpretation, the four-choice scale (very satisfied to very dissatisfied) will be collapsed into two groups of satisfied and dissatisfied on the tables that follow.

APPENDIX A: General Survey

JAMES MADISON UNIVERSITY – GENERAL ALUMNI SURVEY

You are asked to complete two surveys. The first, the general alumni survey, addresses general issues about your experiences at JMU. The second survey is related to your department major and addresses questions specific to your experiences in your major. We appreciate your taking the time to complete both of these surveys. Your responses will be used to improve JMU programs for all future students.

Please respond to the following JMU Alumni Questionnaire by marking your answers in the appropriate space on the answer sheet that is provided. If there is any question you feel uncomfortable answering, please feel free to leave it blank. Please indicate your name and your social security number in the appropriate fields on the answer sheet. If you are not comfortable with giving us this number, then enter 999999999 instead. Thank you for taking the time to complete this survey. Make sure that your answers correspond to the appropriate question number. Please use the enclosed stamped envelope to return both the questionnaire and the answer sheet within one week of receipt.

1. What was your year of graduation from JMU?
 2000 = A 1997 = D
 1999 = B 1996 = E
 1998 = C
2. What is your race/ethnic background?
 White, Caucasian = A Asian = D
 Black, African American = B Other = E
 Latino, Hispanic = C
3. What was your approximate final grade point average?
 2.0 - 2.4 = A 3.0 - 3.4 = C
 2.5 - 2.9 = B 3.5 - 4.0 = D
4. During your time at JMU, would you classify yourself primarily as a resident or a commuter student?
 Resident = A
 Commuter = B
5. Did you graduate with a double major? Yes = A No = B
6. Are you currently employed? **(If No, please skip to question 16).**
 Yes, full time = A No, actively seeking employment = C
 Yes, part time = B No, not actively seeking Employment = D
7. To what extent is your JMU undergraduate major related to your current occupation?
 Very much = A Somewhat = B Very little = C Not at all = D
8. To what extent does your JMU undergraduate major help you perform in the workplace?
 Very much = A Somewhat = B Very little = C Not at all = D
9. Which best describes your employer?
 Private enterprise including self employment = A State or local government = D
 Educational institution or system = B Other = E
 Federal government including military = C
- 10-15. Indicate your satisfaction with the following aspects of your present job.
 Very satisfied = A Satisfied = B Dissatisfied = C Very dissatisfied = D
10. Degree of challenge 12. Compensation and benefits 14. Working conditions
11. Geographic location 13. Professional advancement 15. Career potential
16. Were you a member of the Honors Program at JMU? (If no, skip to question 18)
 Yes = A No = B Not applicable = C

17. Did you complete a senior project or an honors thesis?
 Yes= A No = B Not applicable= C

18. Since graduating from JMU, have you taken additional college level courses? (If NO, skip to question 24)
 Yes = A No = B

19. Are you currently enrolled as a graduate student?
 Yes = A No = B

20. To what extent is this study related to your JMU undergraduate major?
 Very much = A Somewhat = B Very little = C Not at all = D

21. What is the main reason you continued your education (Choose only ONE)?
 To satisfy job/career requirements = A For general self- improvement = D
 To learn a new occupation = B Other = E
 To obtain or maintain a license or certificate = C

22. To what extent did your JMU undergraduate major prepare you academically for your graduate study?
 Very much = A Somewhat = B Very little = C Not at all = D

23. Have you completed any of the following degrees since graduating from JMU?
 Masters = A Doctorate (other than law or medicine) = D
 Law = B Other degree and/or certificate = E
 Medicine = C

24. To what extent did your JMU undergraduate major prepare you for responsible citizenship (e.g. make you better informed about your community and the political process)?
 Very much = A Somewhat = B Very little = C Not at all = D

25-31. To what extent were you satisfied with each of the following services in your JMU undergraduate major?
 Very much = A Very little = C No basis to judge = E
 Somewhat = B Not at all = D

- | | |
|---|---------------------------------|
| 25. Education quality | 29. Career Services |
| 26. Advising | 30. Center for Service Learning |
| 27. Course availability | 31. Overall JMU experience |
| 28. Counseling and Student Development Center | |

32-37. To what extent were you satisfied with your freshman advising in the following areas?
 Very satisfied = A Neutral = C Very Dissatisfied = E
 Satisfied = B Dissatisfied = D No Basis to judge = F

- 32. Clarity of information about major requirements
- 33. Assistance with developing an academic plan
- 34. Peer mentors/advisors advising on program
- 35. Assistance with understanding of general education requirements
- 36. Availability of advisor
- 37. Assistance with appropriate referrals for study assistance, career counseling, personal counseling

38-44. To what extent were you satisfied with your major advising in the following areas?
 Very satisfied = A Neutral = C Very Dissatisfied = E
 Satisfied = B Dissatisfied = D No Basis to judge = F

- 38. Clarity of information about major requirements
- 39. Assistance with developing an academic plan
- 40. Peer mentors/advisors advising on program

- 41. Assistance with understanding of general education requirements
- 42. Availability of advisor
- 43. Assistance with appropriate referrals for study assistance, career counseling, personal counseling
- 44. Value of advisor input in making post-graduate plans for your career or graduate/professional study

45. If you were a transfer student, please answer this question. To what degree was your departmental advisor helpful and responsive in your transition to JMU?

Very helpful = A Helpful = B Not helpful = C No basis to judge = D

46-66. How satisfied are you with JMU's contribution to your personal growth in each of the following areas?

Very satisfied = A Dissatisfied = C
Satisfied = B Very dissatisfied = D

- | | |
|--|--|
| 46. Writing effectively | 56. Learning independently |
| 47. Understanding & applying mathematics in daily life | 57. Cooperating with others |
| 48. Defining and solving problems | 58. Selecting personal goals |
| 49. Developing appreciation of the arts | 59. Developing self reliance |
| 50. Creative thinking | 60. Exercising initiative |
| 51. Making logical inferences based on assumptions | 61. Leadership skills |
| 52. Speaking effectively | 62. Developing persistence |
| 53. Maintaining your physical health | 63. Tolerating other points of view |
| 54. Applying scientific methods and principles | 64. Using the computer for word processing |
| 55. Awareness of different cultures and ideas | 65. Using the computer to access or manipulate applications |
| | 66. Ability to learn new computing programs and applications |

67. How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from JMU?

None = A \$10,001 - \$20,000 = D
Less than \$5,000 = B More than \$20,000 = E
\$5,0001 - \$10,000 = C

68. Who is your current employer? Company Name: _____

Supervisor Name: _____

Address: _____ Phone: ____ - _____

69. May we contact them to conduct an employer survey to better determine what skills they are seeking from employees?

Yes = A No = B

Appendix B
2001 Continuing Student Survey Results Relating To
Academic Advising

2001 Continuing Student Survey Results Relating To Academic Advising

The following items relating to academic advising appeared on the 2001 Continuing Student Survey. Percentages reported indicate the percentage of respondents who stated they either disagreed/strongly disagreed or were dissatisfied/very dissatisfied with the item.

Survey Item	A	B	C
I am satisfied with the quality of advising in the (GENED) program.	36%	26%	59%
JMU places high priority on the academic advising of students.	34%	13%	57%
My orientation faculty adviser seemed interested in helping me.	18%	9%	31%
The academic information given to me by my orientation faculty adviser has been accurate and helpful.	19%	12%	36%
The academic information given to me by my major adviser has been accurate and helpful.	20%	17%	31%
My major faculty adviser seems interested in helping me.	19%	17%	33%
Value of the information provided by your adviser.	22%	19%	31%
Availability of your advisor.	21%	19%	28%

Key:
 A = Percentage of respondents who disagreed/strongly disagreed or dissatisfied/strongly dissatisfied
 B = Percentage of respondents with 28 credit hours or less who disagreed/strongly disagreed or dissatisfied/strongly dissatisfied
 C = Percentage of respondents with more than 28 credit hours who disagreed/strongly disagreed or dissatisfied/strongly dissatisfied

Appendix C
Student Survey On Advising In The Major 2002 (From the
Web)

Student Survey on Advising in the Major 2002

This survey is one part of the Advising Enhancement Initiative sponsored by Academic Affairs. The Initiative grew out of student and faculty concerns about advising. The Initiative also includes focus groups on advising and a campus-wide discussion of advising in the major on Blackboard.

The goals for this Initiative are to develop a Mission Statement on Advising for the university, to establish a list of things we can do to advise as well as possible, and to devise a plan for how to improve advising.

Faculty and students agree that good advising is important. Help us make it even better by filling out this **anonymous** survey and participating in a focus group and the discussion on Blackboard. Details on focus groups and your participation in a focus group follow at the end of the survey.

Please answer the following questions about advising in your first major (if you are a double major) and your current major advisor.

A. Advising Questions

1. Did you transfer from another institution?

(Click here to choose)

2. What is your current first major? (students who intend to become certified to teach should still select their major. A short set of questions about advising for students who intend to teach is included at the end of this survey.)

(Click here to choose)

3. How many different majors, including your current major, have you declared at JMU?

(Click here to choose)

3a. Are you a double major?

(Click here to choose)

If you have more than one major, please answer the questions for the advisor in the major that you selected in Question 2 above.

4. Do you have a faculty advisor in your major?

(Click here to choose)

4a. If you do not have a major advisor, why not? Then skip to Question 12.

5. Including this semester, how many semesters have you had this same major?

(Click here to choose)

6. Including this semester, how many semesters have you had this same major advisor?

(Click here to choose)

7. Number of times per semester you typically meet in person with your major advisor.

(Click here to choose)

8. Is the number of times you meet with your major advisor too few, about right, or too often?

(Click here to choose)

9. Does your major advisor post office hours?

(Click here to choose)

10. If your major advisor posts office hours, how often are your visits during the posted office hours?

(Click here to choose)

11. How available is your major advisor

	Available all the time	Available most of the time	Seldom available	Never available	Don't know
During posted office hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of posted office hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By appointment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By email?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By phone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. If you are an athlete, how often do you rely on the advisors in Student-Athlete Services?

(Click here to choose)

13. How important are each of the following characteristics in a major advisor?

	Extremely important	Somewhat important	Not at all important	Don't know
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of university resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understanding of how Advanced Placement and other transfer credits count in fulfilling major and degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information (warnings, updates, opportunities, etc.) without being asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to provide career advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13a. Other

Characteristic _____

14. How large, if any, are the following problems with the advisor for your major?

	Large problem	A problem	Small problem	Not a problem	Don't know
Inaccurate advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contradictory advice from different sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor's lack of knowledge of General Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor's lack of knowledge of degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor's inability to register students into ECampus for their first choice of classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor is unavailable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor is not interested in helping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14a. Other

Problem _____

15. How responsible should students be for the following?

	Very responsible	Responsible	Somewhat responsible	Not responsible	Don't know
Knowledge of major requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of General Education requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of minor requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing of academic policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing of add/drop deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Making appointments with advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being prepared for advising appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading the catalog to find out about requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping track of student progress toward graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting graduation requirements (in degree, major, and General Education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing about campus support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15a. Other

Responsibility _____

16. For which of the following reasons have you seen your major advisor this year? Mark as many as apply.

- Questions about General Education
- Questions about your major
- Questions about degree requirements
- Help with class selections
- Career advice
- General advice
- To socialize
- To register a complaint
- For advice about a class you are currently taking
- I have not seen my major advisor this year (skip to question 19)

17. Of the reasons listed above for which you have seen your advisor, which one was the most important to you?

(Click here to choose)

18. Of the reasons listed above for which you have seen your advisor, which one was the second most important to you?

(Click here to choose)

19. When you have an academic question, how often do you rely on the following sources instead of, or in addition to, your major advisor?

	Very often	Often	Seldom	Never
Department head	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends/roommates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Department Web Pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19a. Other

Source

20. Overall, how satisfied are you with the quality of academic advising you have received in your major this year?

(Click here to choose)

21. If you have a minor, how satisfied are you with the quality of academic advising you have received in your minor this year?

(Click here to choose)

22. Please list other things you would like us to know about your experiences with advising in your major.

23. Do you intend to become licensed to teach?

- Yes, either in early childhood, elementary, middle or secondary education [\[Go to question 24\]](#)
- Yes, either in special education, music education, physical education, art education, or business and marketing education [\[Go to question 25\]](#)
- No [\[Go to question 33\]](#)
- Uncertain [\[Go to question 33\]](#)


24. If you intend to be licensed to teach early childhood, elementary, middle or secondary education, in which of the following will you be certified? You may choose more than one.

- P, K-3rd grade (catalog requirements, 1999-00 and earlier)
- 4-8th grade (catalog requirements, 1999-00 and earlier)
- 9-12th grade (catalog requirements, 1999-00 and earlier)
- P, K-3rd grade (catalog requirements, 2000-01 and later)
- P, K-6th grade (catalog requirements, 2000-01 and later)
- 6-8th grade (catalog requirements, 2000-01 and later)
- 6-12th grade (catalog requirements, 2000-01 and later)
- Uncertain

25. If you intend to be licensed in music education, physical education, art education, or business and marketing education, in which of the following will you be licensed?

(Click here to choose)

26. Do you have an advisor for your teacher education minor?

(Click here to choose) 

26a. If you do not have an advisor, why not?



27. How available is advisor for your teacher education minor . . .

	Available all the time	Available most of the time	Seldom available	Never available	Don't know
During posted office hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of posted office hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By appointment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By email?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By phone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How important are each of the following characteristics in an advisor for teacher education?

	Extremely important	Somewhat important	Not at all important	Don't know
Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of university resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of licensure requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of requirements for my major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information (warnings, updates, opportunities, etc.) without being asked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to provide career advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28a. Other

Characteristic _____

29. How large, if any, are the following problems with the your advisor for teacher education?

	Large problem	A problem	Small problem	Not a problem	Don't know
Inaccurate advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contradictory advice from different sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Advisor's lack of knowledge of degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor's lack of knowledge of licensure requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor's inability to register students in Ecampus into their first choice of classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor is unavailable during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor is not interested in helping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (describe below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29a. Other

Problem _____

30. For which of the following reasons have you seen your advisor for teacher education this year? Mark as many as apply.

- Questions about licensure requirements
- Help with class selections
- Career advice
- General advice
- To socialize
- To register a complaint
- For advice about a class you are currently taking
- I have not seen my advisor for teacher education this year (skip to question 33)

31. Overall, how satisfied are you with the quality of academic advising you have received in the teacher education program this year?

(Click here to choose)

32. Please list other things you would like us to know about your experiences with advising in your teacher education minor.



B. Demographic Characteristics

33. Your gender

(Click here to choose)

34. Your academic level

(Click here to choose)

35. Your ethnic origin

(Click here to choose)

Thank you very much for completing this survey.

When you select the enter button to submit your survey you will be sent to a form in which you can register for one of three \$20 gift certificates from the JMU Bookstore.

This questionnaire was created using [Perseus SurveySolutions](#).

Appendix D
Spring 2002 Advising Survey Response Rates By Major
Comparison Of Mean GPA Of Respondents And Non-
Respondents

Appendix E

Comments About Advising

Appendix F
Why No Faculty Advisor (Comments)

Appendix G
Crosstabulations Of Severity Of Problems By Academic
Major

Appendix H
Crosstabulations Of Levels Of Student Satisfaction By
Academic Major

Appendix I
Sample Academic Program Summary

Appendix J

Summary For Education Students
