

# Report on the Results of the Advising Survey

Fall 2014

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## EXECUTIVE SUMMARY

In Fall 2014, Marymount University's Office of Planning and Institutional Effectiveness (PIE) administered the Advising Survey to all enrolled undergraduate and graduate students. The purpose of the survey was to measure students' perceptions of the quality and accessibility of advising and to complement the university's other service quality data collection initiatives.

### Survey Administration and Response Rate

The survey was organized into two main sections relating to advising quality and accessibility. Additionally, students could provide their own comments regarding advising, allowing for qualitative data analysis.

The survey was launched on November 6, 2014 and was closed on January 16, 2015, with five reminders emailed to all non-respondents. The survey was emailed to the population of all enrolled undergraduate and graduate students with email addresses (3,429). There were 1,096 responses, for a participation rate of 32%.

The **quality** measures of advising were the following:

- Handles things correctly the first time (*Correct First Time*)
- Helps in resolving problems or issues (*Helpfulness*)
- Is eager to work with you or help you (*Eagerness*)
- Treats you like an individual (*Individual Attention*)
- Acts professionally (*Professionalism*)
- Provides useful information and guidance (*Useful Information*)

The **accessibility** measures of advising were:

- Responds to email in a timely manner (*Email Response*)
- Responds to telephone messages in a timely manner (*Phone Response*)
- Is available during office hours (*Office Hours*)

The scale for the quantitative measures was 1 = "Never", 2 = "Rarely", 3 = "Some of the Time", 4 = "Usually", and 5 = "Always". Students were permitted to indicate "Unable to Rate" for each question, as well.

Comments were analyzed using a theme extraction in order to group together similarly-themed comments.

### Key Findings

- Overall mean ratings of the advising experience, from both undergraduates and graduates, was overwhelmingly positive, with all attributes receiving ratings greater than 4.5 on a 5.0 scale.
- Average ratings from undergraduates were highest for "acted professionally" and "treated you like an individual" (ratings of 4.87 and 4.82, respectively). The lowest ratings were for

“responded to email in a timely manner” (4.66) and “handled things correctly the first time” (4.67).

- Average ratings from graduate students were highest for “was available during office hours” (4.87) and “acted professionally” (4.82).
- Undergraduates most frequently discussed “assistance selecting courses for the next semester” (72.6%) and “explanation of university policies and procedures” (66.3%).
- Graduate students most frequently discussed “advice regarding future educational options” (74.5%) and “explanation of university policies and procedures” (73.5%).
- Both groups reported gaps between topics they wanted to discuss and the topics they actually did discuss with their advisors

**Marymount University**  
**Advising Survey**  
**Fall 2014**

**Advisor:** Undergraduate

**Advisee Information**

Are you a:			
	Counts	Percents	Percents
			0                      100
Undergraduate	702	100.0%	
Graduate	0	0.0%	
Totals	702	100.0%	

What is your classification at Marymount? (Undergraduates only)			
	Counts	Percents	Percents
			0                      100
Freshman	129	18.5%	
Sophomore	131	18.8%	
Junior	159	22.8%	
Senior	243	34.8%	
Other	36	5.2%	
Totals	698	100.0%	

**Assigned Advisor Communication**

How many times have you communicated with your assigned advisor during your time at Marymount?			
	Counts	Percents	Percents
			0                      100
One time	92	13.3%	
2-3 times	185	26.8%	
3-5 times	124	18.0%	
More than 5 times	271	39.3%	
Never	18	2.6%	
Totals	690	100.0%	

Which of the following types of communication have you had with your assigned advisor? (Check all that apply)			Sum
	Yes	Totals	
			0                      631
None	0.0	0.0	
In-person	631.0	631.0	
Telephone	58.0	58.0	
Email	579.0	579.0	

[Continuing table]

Which of the following types of communication have you had with your assigned advisor? (Check all that apply)	Yes	Totals	Sum	
	Other	9.0	9.0	0

### Advising Experience

Based on your advising experience for Spring 2015, please indicate how frequently this person:	Never	Rarely	Some of the Time	Usually	Always	Unable to Rate	Totals	Mean	Mean	
									1	5
Handled things correctly the first time.	4.0 0.7%	7.0 1.2%	35.0 5.8%	86.0 14.3%	461.0 76.6%	9.0 1.5%	602.0 100.0%	4.67		
Helped in resolving problems or issues when asked.	4.0 0.7%	14.0 2.3%	33.0 5.5%	61.0 10.1%	477.0 79.0%	15.0 2.5%	604.0 100.0%	4.69		
Was eager to work with or help you.	9.0 1.5%	9.0 1.5%	25.0 4.1%	53.0 8.8%	502.0 83.3%	5.0 0.8%	603.0 100.0%	4.72		
Treated you like an individual.	5.0 0.8%	8.0 1.3%	14.0 2.3%	39.0 6.5%	535.0 88.6%	3.0 0.5%	604.0 100.0%	4.82		
Acted professionally.	2.0 0.3%	3.0 0.5%	14.0 2.3%	32.0 5.3%	549.0 91.2%	2.0 0.3%	602.0 100.0%	4.87		
Provided useful information and guidance.	8.0 1.3%	14.0 2.3%	34.0 5.7%	56.0 9.3%	482.0 80.5%	5.0 0.8%	599.0 100.0%	4.67		
Responded to email in a timely manner.	6.0 1.0%	18.0 3.0%	22.0 3.7%	68.0 11.3%	450.0 75.0%	36.0 6.0%	600.0 100.0%	4.66		
Responded to telephone messages in a timely manner.	6.0 1.0%	9.0 1.5%	9.0 1.5%	19.0 3.2%	267.0 44.6%	289.0 48.2%	599.0 100.0%	4.72		
Was available during office hours.	6.0 1.0%	5.0 0.8%	15.0 2.5%	59.0 9.8%	456.0 75.7%	61.0 10.1%	602.0 100.0%	4.76		

### Topics Discussed

	Frequencies:			
	Wanted to Discuss	Did Discuss	Both	Totals
Please indicate if you have discussed the following topics during any advising sessions: Assistance selecting courses for the next semester.	29.0 5.0%	418.0 72.6%	129.0 22.4%	576.0 100.0%
Development of a longer term plan for courses.	103.0 20.2%	328.0 64.2%	80.0 15.7%	511.0 100.0%
Discussion of potential career options in the field.	149.0 33.2%	249.0 55.5%	51.0 11.4%	449.0 100.0%
Advice regarding future educational options (e.g., graduate school).	176.0 41.3%	203.0 47.7%	47.0 11.0%	426.0 100.0%
Explanation of university policies and procedures (e.g., taking classes through Consortium).	98.0 23.1%	281.0 66.3%	45.0 10.6%	424.0 100.0%
Guidance in identifying and securing an internship.	173.0 41.5%	194.0 46.5%	50.0 12.0%	417.0 100.0%

### Undergraduate Responses by School of Advisor: A Comparison of Means

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2015, please indicate how frequently this person:

	Arts and Sciences			Business Administration			Education and Human Services			Health Professions			CLT			First-Year			Honors			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Handled things correctly the first time	4.69	137	.63	4.64	104	.71	4.66	107	.86	4.66	137	.67	5.00	4	0.00	4.68	95	.69	5.00	9	0.00	4.67	593	.70
Helped in resolving problems or issues when asked	4.78	137	.63	4.64	105	.77	4.69	108	.84	4.60	134	.79	5.00	4	0.00	4.68	93	.71	5.00	8	0.00	4.69	589	.74
Was eager to work with or help you	4.82	136	.58	4.64	104	.92	4.78	108	.71	4.67	138	.73	5.00	4	0.00	4.66	99	.82	4.89	9	0.33	4.72	598	.75
Treated you like an individual	4.92	139	.38	4.71	104	.84	4.90	107	.43	4.76	138	.59	5.00	4	0.00	4.74	100	.79	5.00	9	0.00	4.82	601	.61
Acted professionally	4.94	139	.30	4.84	105	.52	4.89	107	.50	4.79	138	.59	5.00	4	0.00	4.90	98	.47	5.00	9	0.00	4.87	600	.48
Provided useful information and guidance	4.76	135	.68	4.60	105	.83	4.69	107	.88	4.60	138	.78	5.00	4	0.00	4.63	96	.90	5.00	9	0.00	4.67	594	.80
Responded to email in a timely manner	4.67	135	.78	4.56	104	.94	4.65	102	.82	4.75	129	.64	4.75	4	0.50	4.62	82	.81	5.00	8	0.00	4.66	564	.79
Responded to telephone messages in a timely manner	4.69	64	.91	4.73	60	.71	4.73	63	.94	4.80	61	.60	5.00	4	0.00	4.56	52	.96	5.00	6	0.00	4.72	310	.82
Was available during office hours	4.82	125	.51	4.68	99	.77	4.70	104	.81	4.77	118	.60	4.75	4	0.50	4.83	83	.56	4.88	8	0.35	4.76	541	.65

### Undergraduate Responses by Class Level: A Comparison of Means

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2015, please indicate how frequently this person:

	Freshman			Sophomore			Junior			Senior			Other*			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Handled things correctly the first time	4.72	110	.65	4.62	113	.77	4.65	144	.77	4.70	197	.64	4.68	28	.67	4.67	592	.70
Helped in resolving problems or issues when asked	4.69	107	.68	4.68	114	.77	4.67	145	.83	4.71	195	.67	4.59	27	.93	4.69	588	.74
Was eager to work with or help you	4.69	114	.78	4.70	115	.75	4.66	144	.90	4.79	195	.61	4.72	29	.59	4.72	597	.75
Treated you like an individual	4.77	114	.74	4.82	115	.59	4.79	145	.66	4.86	197	.52	4.76	29	.58	4.82	600	.61
Acted professionally	4.91	113	.43	4.82	115	.62	4.89	146	.39	4.87	196	.46	4.83	29	.54	4.87	599	.48

	Freshman			Sophomore			Junior			Senior			Other*			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Provided useful information and guidance	<b>4.66</b>	111	.85	<b>4.63</b>	112	.86	<b>4.62</b>	146	.86	<b>4.73</b>	195	.67	<b>4.62</b>	29	.90	<b>4.67</b>	593	.80
Responded to email in a timely manner	<b>4.65</b>	95	.77	<b>4.50</b>	110	.97	<b>4.69</b>	139	.71	<b>4.74</b>	190	.69	<b>4.69</b>	29	.97	<b>4.66</b>	563	.79
Responded to telephone messages in a timely manner	<b>4.61</b>	59	.91	<b>4.50</b>	58	1.05	<b>4.81</b>	69	.67	<b>4.82</b>	115	.71	<b>4.78</b>	9	.67	<b>4.72</b>	310	.82
Was available during office hours	<b>4.84</b>	97	.53	<b>4.61</b>	105	.90	<b>4.82</b>	132	.51	<b>4.79</b>	180	.58	<b>4.65</b>	26	.89	<b>4.76</b>	540	.65

\*Based on student responses to a class level questions. "Other" students are self-identified and include second degree, accelerated program, transfer, exchange, post-baccalaureate certificate, and other.

## UNDERGRADUATES

**Question: Why did you work with this person (i.e. someone other than your assigned advisor) instead of your assigned advisor?**

### **Theme 1: Major/Program Advisor (N = 12)**

A number of students indicated they used a specific advisor because he or she was the advisor for their major or program. Some stated the major/program advisor was better equipped to answer advising questions in their respective areas.

#### **Example Responses:**

*"He knows about my situation as I was a political science major and knows what I need in order to graduate as a history major."*

*"I am in the Honors Program and \_\_\_\_\_ heads the Honors Program. My assigned advisor does not know about the Honors requirements and was therefore not helpful."*

*"I changed my major from Nursing to HIM"*

### **Theme 2: Not Available (N = 8)**

Several students indicated they used a different advisor because their assigned advisor was not available for some reason. These reasons included that the advisor did not show up for the scheduled advising meeting, was on sabbatical, did not respond to emails, had left, or was on leave.

#### **Example Responses:**

*"I emailed my advisor and got no response."*

*"My advisor did not show up for the appointment I made through starfish."*

*"My assigned advisor is on sabbatical"*

### **Theme 3: Personal Reasons (N = 8)**

Some students decided to work with a different advisor due to personal reasons. These reasons included needing permission for certain courses, a desire to study abroad, comfort level, and belief that the individual had a better understanding of a program.

#### **Example Responses:**

*"I prefer working with him because he takes time to explain. Understand my situation and advice based on that. Approachable. More available"*

*"I needed permission from the dean for some of my classes."*

*"I didn't mesh well with my advisor previous to \_\_\_\_\_, so i started going to \_\_\_\_\_, whom I became very comfortable with, & so I stuck with her. She has helped me tremendously in my process."*

### **Theme 4: Past Advisor (N = 6)**

Students indicated they used a specific advisor because he or she had been their advisor in the past.

#### **Example Responses:**

*"Because in the beginning of the year i was assigned with him. The beginning of the first semester I was freaking out with one of my classes and he said that I would be able to accommodate to do it."*

*"\_\_\_\_\_ was my assigned advisor since my freshman year until last semester. I have my last three semesters I have at MU all planned out, thanks to \_\_\_\_\_."*

*"I have always been advised by \_\_\_\_\_ she is Fantastic"*

**Theme 5: Quality (N = 5)**

Students indicated they worked with different advisors because of the high quality of advising. Some commented that those advisors were helpful and approachable.

**Example Responses:**

*"I officially have two advisors and this advisor has advised me since I came in Fall 2012. This advisor is really helpful and clear and does a great job!"*

*"Good"*

**Theme 6: First Year Advisor (N = 3)**

Some students stated they used a given advisor because he or she was their first year (i.e. freshman) advisor.

**Example Responses:**

*"Recommended to go through first year advisor"*

*"He is my First year advisor. "*

**Theme 7: Further Assistance (N = 1)**

One respondent indicated she had already registered for classes and spoken with someone, but then went to another advisor for assistance.

**Example Responses:**

*"I had already chosen my classes and went to \_\_\_\_\_ to register them for me and \_\_\_\_\_ assisted me in this."*

**Question: Please provide any comments about the advising you received for Spring 2015.**

**Theme 1: Good Quality (N = 156)**

Many students had positives comments regarding the quality of advising. They described advisors as helpful, approachable, and willing to spend extra time with students to help them receive answers to their questions.

**Example Responses:**

*"She was fantastic. Couldn't ask for a better advisor."*

*"\_\_\_\_\_ is always very accommodating and encouraging"*

*"\_\_\_\_\_ goes above and beyond to help me get the classes needed to graduate. She keeps me on track and lets me know when classes (not on the web site) are available that would help me meet requirements or just round out my education. "*

**Theme 2: Content (N = 68)**

Respondents commented on what occurred during their advising sessions. Most indicated they discussed the courses they would take the following semester; however other topics discussed included future careers and education, transfer student questions, and class choices beyond the next semester.

**Example Responses:**

*"\_\_\_\_\_ helped me figure out what classes I had left to take in order to graduate and registration was a breeze."*

*"I was advised to pick classes that interested me and that would satisfy what I needed to complete."*

*"Advising always goes the same way. We talk about what I should take next semester and she puts the list of courses together."*

*"I am planning to transfer in the Fall and \_\_\_\_\_ did a fantastic job of helping me set up"*



*classes that would guide me into a smoother transferring process. I found it extremely nice that she went out of her way to go to the other school's website and look through all the curriculum with me."*

### **Theme 3: Poor Experience (N = 28)**

Advisees indicated that their advising experience was not always positive for a variety of reasons. Some advisors were not perceived as very knowledgeable, did not respond to emails, rushed advising sessions, and seemed unprepared.

#### **Example Responses:**

*"Advisor was rather uninformative. Not always 100% prepared. Does not go above and beyond to help you with career or internship choices, or show interest in graduate school, etc."*

*"I felt slightly rushed during the appointment. "*

*"She seemed unsure of what to do with my schedule because of my AP credit transfers."*

### **Theme 4: Miscellaneous (N = 26)**

A number of students commented on a variety of topics in relation to advising. Some indicated topics they wished were covered in their meetings, things they didn't like about various programs, issues that took time to resolve, and recommendations to improve the advising process.

#### **Example Responses:**

*"This was my first advising experience. The only thing that was difficult was scheduling an appointment. I had to schedule after my registration date because her availability was taken almost immediately. Maybe too many advisees?"*

*"Rather have a person that is on campus more than one time a week with real office hours"*

*"More communication in a timely manner."*

**Question: Please provide any comments about your experiences with advising in general.**

### **Theme 1: Good Quality (N = 149)**

The majority of respondents indicated positive experiences with advising. Many stated their advisors were very informative, helpful, available, and responsive.

#### **Example Responses:**

*"Always extremely helpful, no complaints at all."*

*"Advising is very helpful to me and \_\_\_\_\_ always gives me the best advice both academic and career wise. She gets me to think about my future and helps me with any questions I may have."*

*"She is great. I am more than happy with my experience"*

### **Theme 2: Poor Advising (N = 42)**

Students indicated they also had poor advising experiences in the past and at present. Some felt they did not receive proper guidance, advisors were unresponsive, and appointment times were not honored. Others stated certain advisors did not seem knowledgeable in various university requirements.

#### **Example Responses:**

*"Most of the people I have worked with seem to be unmotivated and almost act inconvenienced by advisory work."*

*"My advisor uses a rude tone when speaking. She does not acknowledge my presence unless I am actually in her office. She doesn't give off a welcoming vibe. Our appointments never occur on time because she is either late or conversing with another staff member. Every appointment*

*seems rushed and time is not really put in to have a real discussion. I've tried going to her in the past about instructor issues but was told how successful the instructor was in the past."*  
*"I felt little to no guidance early in the program. I was self selecting classes and did not feel I fully understood expectations of the class."*

**Theme 3: Miscellaneous (N = 46)**

A number of other comments were made in reference to advising, in general. Students indicated communication was poor, that they disliked having an advisor outside of their major, and that advising discussions started too early, for example.

**Example Responses:**

*"The classes offered usually conflict with classes needed. Marymount needs to offer more variety and flexibility of classes!"*

*"Sometimes need to slow down and take a breath. Make sure all credits have been transferred correctly, so we do take classes that we don't really need."*

*"I would like to say if I had a chance to change my experience at Marymount it would be to let me finish off my prerequisite classes first with one or two ID classes and then that way my final semester could be saved for the final capstone course..."*

**Marymount University**  
**Advising Survey**  
**Fall 2014**

**Advisor:** Graduate

**Advisee Information**

Are you a:			
	Counts	Percents	Percents
			0 100
Undergraduate	0	0.0%	
Graduate	331	100.0%	
Totals	331	100.0%	

What is your classification at Marymount? (Undergraduates only)			
	Counts	Percents	Percents
			0 100
Freshman	0	0.0%	
Sophomore	0	0.0%	
Junior	0	0.0%	
Senior	0	0.0%	
Other	0	0.0%	
Totals	0	100.0%	

**Assigned Advisor Communication**

How many times have you communicated with your assigned advisor during your time at Marymount?			
	Counts	Percents	Percents
			0 100
One time	50	15.2%	
2-3 times	79	24.0%	
3-5 times	47	14.3%	
More than 5 times	120	36.5%	
Never	33	10.0%	
Totals	329	100.0%	

Which of the following types of communication have you had with your assigned advisor? (Check all that apply)			Sum
	Yes	Totals	0 256
None	4.0	4.0	
In-person	243.0	243.0	
Telephone	48.0	48.0	
Email	256.0	256.0	

[Continuing table]

Which of the following types of communication have you had with your assigned advisor? (Check all that apply)	Yes	Totals	Sum	
				0
Other	5.0	5.0		

### Advising Experience

Based on your advising experience for Spring 2015, please indicate how frequently this person:	Never	Rarely	Some of the Time	Usually	Always	Unable to Rate	Totals	Mean	Mean	
									1	5
Handled things correctly the first time.	2.0 1.0%	3.0 1.5%	8.0 4.1%	26.0 13.3%	145.0 74.0%	12.0 6.1%	196.0 100.0%	4.68		
Helped in resolving problems or issues when asked.	5.0 2.6%	3.0 1.5%	4.0 2.0%	28.0 14.3%	147.0 75.0%	9.0 4.6%	196.0 100.0%	4.65		
Was eager to work with or help you.	6.0 3.1%	4.0 2.1%	8.0 4.1%	18.0 9.2%	154.0 79.0%	5.0 2.6%	195.0 100.0%	4.63		
Treated you like an individual.	3.0 1.5%	2.0 1.0%	4.0 2.0%	10.0 5.1%	174.0 88.8%	3.0 1.5%	196.0 100.0%	4.81		
Acted professionally.	2.0 1.0%	2.0 1.0%	4.0 2.0%	12.0 6.1%	173.0 88.3%	3.0 1.5%	196.0 100.0%	4.82		
Provided useful information and guidance.	4.0 2.1%	3.0 1.5%	6.0 3.1%	19.0 9.8%	159.0 82.0%	3.0 1.5%	194.0 100.0%	4.71		
Responded to email in a timely manner.	3.0 1.5%	1.0 0.5%	11.0 5.6%	24.0 12.2%	152.0 77.6%	5.0 2.6%	196.0 100.0%	4.68		
Responded to telephone messages in a timely manner.	5.0 2.6%	0.0 0.0%	2.0 1.0%	7.0 3.6%	97.0 49.5%	85.0 43.4%	196.0 100.0%	4.72		
Was available during office hours.	2.0 1.0%	0.0 0.0%	2.0 1.0%	10.0 5.1%	153.0 78.1%	29.0 14.8%	196.0 100.0%	4.87		

### Topics Discussed

	Frequencies:			
	Wanted to Discuss	Did Discuss	Both	Totals
Please indicate if you have discussed the following topics during any advising sessions:				
Assistance selecting courses for the next semester.	13.0 7.9%	122.0 73.9%	30.0 18.2%	165.0 100.0%
Development of a longer term plan for courses.	21.0 14.6%	104.0 72.2%	19.0 13.2%	144.0 100.0%
Discussion of potential career options in the field.	33.0 26.8%	82.0 66.7%	8.0 6.5%	123.0 100.0%
Advice regarding future educational options (e.g., graduate school).	20.0 19.6%	76.0 74.5%	6.0 5.9%	102.0 100.0%
Explanation of university policies and procedures (e.g., taking classes through Consortium).	20.0 17.7%	83.0 73.5%	10.0 8.8%	113.0 100.0%
Guidance in identifying and securing an internship.	24.0 23.8%	68.0 67.3%	9.0 8.9%	101.0 100.0%

### Graduate Responses by School of Advisor: A Comparison of Means

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2015, please indicate how frequently this person:

	Arts and Sciences			Business Administration			Education and Human Services			Health Professions			CTL			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Handled things correctly the first time	4.75	8	.46	4.32	34	1.17	4.75	89	.61	4.77	52	.51	5.00	1		4.68	184	.73
Helped in resolving problems or issues when asked	4.75	8	.46	4.17	35	1.40	4.74	93	.66	4.80	50	.45	5.00	1		4.65	187	.83
Was eager to work with or help you	4.56	9	.73	4.13	32	1.48	4.68	95	.79	4.85	53	.53	5.00	1		4.63	190	.91
Treated you like an individual	4.67	9	.71	4.59	34	1.02	4.82	96	.67	4.96	53	.19	5.00	1		4.81	193	.67
Acted professionally	4.78	9	.44	4.54	35	1.07	4.88	96	.48	4.92	52	.33	5.00	1		4.82	193	.61
Provided useful information and guidance	4.78	9	.44	4.36	33	1.30	4.76	96	.61	4.81	52	.66	5.00	1		4.71	191	.79
Responded to email in a timely manner	4.67	9	.71	4.29	34	1.27	4.73	94	.57	4.83	53	.47	5.00	1		4.68	191	.75
Responded to telephone messages in a timely manner	4.50	2	.71	4.44	25	1.33	4.81	53	.68	4.80	30	.76	5.00	1		4.72	111	.89
Was available during office hours	5.00	8	0.0	4.66	29	.86	4.88	81	.53	4.96	48	.20	5.00	1		4.87	167	.53

## GRADUATES

**Question: Why did you work with this person (i.e. someone other than your assigned advisor) instead of your assigned advisor?**

### **Theme 1: Unavailable/Unhelpful (N = 8)**

Graduates indicated that they often worked with a different advisor because their assigned advisor was not available or unhelpful. Often, the assigned advisor did not respond to an advisee's email.

#### **Example Responses:**

*"I believe my advisor is on medical leave. "*

*"I emailed \_\_\_\_\_ a few times when I first started and never received a response; nor has she ever reached out to me."*

*"Because my advisor has not responded to any of my messages or calls, which has not helped me since I began this semester..."*

### **Theme 2: Good Quality (N = 7)**

Advisees chose different advisors because of their high quality of advising. Students indicated these other advisors were more accessible, more knowledgeable of their respective programs, and were more helpful.

#### **Example Responses:**

*"She is more accessible and always willing to help, responds to emails faster and since she is a professor I see in class every day, I find it easier to seek her advice."*

*"She knows the program well"*

*"She's extremely organized and helpful."*

### **Theme 3: Miscellaneous (N = 9)**

Students indicated a variety of other reasons influencing their decision to work with another advisor. Some of these reasons included better availability, the status of the individual (e.g. program director), familiarity, and being referred from the student's current advisor.

#### **Example Responses:**

*"That is who I am used to going to with my questions."*

*"Questions about prereq waivers. Knowing what classes would be offered what semester in the future."*

*"I originally contacted my advisor and was referred to \_\_\_\_\_ as I am interested in pursuing the dual Forensic Psychology and Law / Mental Health Counseling degree."*

**Question: Please provide any comments about the advising you received for Spring 2015.**

### **Theme 1: Good Quality (N = 51)**

The majority of comments indicated positive aspects of advising. Many indicated it was helpful and advisors gave realistic, useful advice. In addition, advisees felt advisors were very willing to help them.

#### **Example Responses:**

*"\_\_\_\_\_ was very receptive to everything I was saying and took a real interest in my well-being outside of school..."*

*"The advising I had was very helpful "*

*"\_\_\_\_\_ has been very helpful in designing a plan that fits with my current work and family commitments."*

### **Theme 2: Poor Advising (N =9)**

A few advisees had poor advising experiences. They indicated that advisors were not aware of what was going on in their respective programs, poor advisor availability, and that advisors were generally unhelpful.

#### **Example Responses:**

*"Terrible. It took a full month before my advisor started the process of removing a class from my registration. I emailed him and he wouldn't really answer my questions. I tried to set up a time to meet in person his response said he was in the office on Wednesday but didn't give me his office hours. I asked for them but then he never responded..."*

*"I got the vibe that he did not want to deal with advising. He seems really busy and I didn't want to bother him..."*

*"I have not found my advisor to be helpful. We do not seem to be able to communicate with each other very well."*

### **Theme 3: Miscellaneous (N = 9)**

Graduates made a number of other comments regarding the advising they received in the Spring. Some indicated what was discussed in advising meetings, commented on the frequency of meetings, and others said they never actually met with their advisors.

#### **Example Responses:**

*"I decided and registered for my classes prior to meeting with my advisor."*

*"\_\_\_\_\_ and I had already discussed the long-term plan for getting through my MBA Courses, and there was no need for long discussions to sign up for the semester"*

*"Periodic"*

**Question: Please provide any comments about your experiences with advising in general.**

### **Theme 1: Good Quality (N = 75)**

In general, graduates indicated positive experiences with advising at MU. Advisors were described as helpful, caring, and available.

#### **Example Responses:**

*"Has been consistently good and supportive throughout"*

*"\_\_\_\_\_ is great! She knows the program, has a great demeanor and outlook, and is very helpful."*

*"I like that doors are always open in many peoples' offices and I feel comfortable coming in during their office hours. Marymount offers a welcoming atmosphere which I appreciate."*

### **Theme 2: Poor Advising (N = 24)**

A number of advisees described negative advising experiences. They indicated the sessions were not useful and advisors were unresponsive.

#### **Example Responses:**

*"The advising program is a joke. I've never spoken to any of the various advisors I have been assigned each semester. One year I contacted my advisor to seek some information and she never returned my call or even emailed me."*

*"Doesn't seem to be very useful, compared to when I was in Undergrad."*

*"My advisor doesn't seem to know too much about Marymount. I do not go to her because of the first few questions I had, she didn't know how to answer them or who to contact to get the answers."*

**Theme 3: Unnecessary (N = 10)**

Respondents indicated that in many cases, advising was not necessary. Some felt at the graduate level, this was not necessary and many programs are predetermined.

**Example Responses:**

*"I don't see the need for it, especially at the graduate level. Perhaps the only advantage of it, would be that the adviser may have some knowledge about classes not offered every semester."*

*"Don't feel a need for academic advising. The requirements of the master's program are clear-cut. However, may ask for advice about master's thesis in last semester."*

*"The FLP program does a great job of communicating expectations and course requirements to the program as a whole so I generally do not feel the need to seek help from my adviser. Also, the FLP program's internship coordinator makes it easy to discuss internship options without having to seek help from my adviser."*