

Report on the Results of the Advising Survey

Fall 2015

EXECUTIVE SUMMARY

In Fall 2015, 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 10, 2015 and was closed on February 1, 2015, with six reminders emailed to all non-respondents. The survey was emailed to the population of all enrolled undergraduate and graduate students with email addresses (3,356). There were 835 responses, for a participation rate of 25%.

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 4.80 and 4.77, respectively). The lowest ratings were for "helped in

resolving problems or issues when asked” (4.59), “handled things correctly the first time,” and “provided useful information and guidance” (4.63).

- Average ratings from graduate students were highest for “acted professionally” (4.89), “treated you like an individual,” and “responded to telephone messages in a timely manner” (4.85).
- More than 90% of undergraduates responded that their advisors usually or always handled things correctly the first time, and 95% reported that they usually or always “acted professionally.”
- Undergraduates reported that the topic most important they felt was most important to discuss with advisors was “assistance selecting courses for the next semester” (85.7% responding with “important” or “very important”) followed by “development of a longer term plan for courses” (80.4%). The topic they felt was least important was “explanation of university policies and procedures” (60.8%).
- Undergraduates also reported the highest levels of satisfaction with the topics they felt most important, with 83% reporting satisfaction with their interaction about selecting courses and 74% reporting satisfaction with their interaction about development of longer term plans. Students reported the least satisfaction with their advisors’ guidance in identifying and securing internships (56% satisfied).
- Graduate students agreed with undergraduates that the most important topic to discuss with their advisors was “assistance selecting courses for the next semester” (71%). Least important was “advice regarding future educational options” (49.3%).
- Graduate students reported the highest levels of satisfaction with the interaction they felt least important, with 86% reporting satisfaction with “advice regarding future educational options. Seventy-five percent (75%) of graduate students reported satisfaction with “assisting selecting courses for the next semester.”

Marymount University
Advising Survey
Fall 2015

Advisor: Undergraduate

Advisee Information

Are you a:			
	Counts	Percents	Percents
			0 100
Undergraduate	585	100.0%	
Graduate	0	0.0%	
Totals	585	100.0%	

What is your classification at Marymount? (Undergraduates only)			
	Counts	Percents	Percents
			0 100
Freshman	152	26.1%	
Sophomore	100	17.2%	
Junior	140	24.0%	
Senior	165	28.3%	
Other	26	4.5%	
Totals	583	100.0%	

Advising Experience

Based on your advising experience for Spring 2016, 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.	11.0 2.3%	7.0 1.5%	18.0 3.8%	73.0 15.3%	361.0 75.5%	8.0 1.7%	478.0 100.0%	4.63		
Helped in resolving problems or issues when asked.	9.0 1.9%	11.0 2.3%	27.0 5.6%	69.0 14.4%	353.0 73.8%	9.0 1.9%	478.0 100.0%	4.59		
Was eager to work with or help you.	11.0 2.3%	7.0 1.5%	16.0 3.4%	44.0 9.2%	393.0 82.4%	6.0 1.3%	477.0 100.0%	4.70		
Treated you like an individual.	6.0 1.3%	7.0 1.5%	16.0 3.3%	33.0 6.9%	412.0 86.0%	5.0 1.0%	479.0 100.0%	4.77		
Acted professionally.	4.0 0.8%	7.0 1.5%	11.0 2.3%	34.0 7.1%	418.0 87.4%	4.0 0.8%	478.0 100.0%	4.80		
Provided useful information and guidance.	8.0 1.7%	15.0 3.1%	25.0 5.2%	49.0 10.3%	377.0 78.9%	4.0 0.8%	478.0 100.0%	4.63		
Responded to email in a timely manner.	8.0 1.7%	8.0 1.7%	19.0 4.0%	61.0 12.7%	359.0 74.9%	24.0 5.0%	479.0 100.0%	4.66		
Responded to telephone messages in a timely manner.	8.0 1.7%	4.0 0.8%	5.0 1.0%	18.0 3.8%	219.0 45.9%	223.0 46.8%	477.0 100.0%	4.72		
Was available during office hours.	4.0 0.8%	5.0 1.0%	18.0 3.8%	56.0 11.7%	359.0 75.1%	36.0 7.5%	478.0 100.0%	4.72		

Topics Discussed

How IMPORTANT was it to you to discuss these topics with your advisor?	Not Important at All	Somewhat Important	Neutral	Important	Very Important	Totals	Mean	Mean	
								1	5
Assistance selecting courses for the next semester.	12.0 2.6%	16.0 3.5%	37.0 8.1%	65.0 14.3%	325.0 71.4%	455.0 100.0%	4.48		
Development of a longer term plan for courses.	24.0 5.3%	17.0 3.8%	47.0 10.5%	88.0 19.6%	273.0 60.8%	449.0 100.0%	4.27		
Discussion of potential career options in the field.	31.0 6.9%	33.0 7.3%	64.0 14.2%	91.0 20.1%	233.0 51.5%	452.0 100.0%	4.02		
Advice regarding future educational options (e.g., graduate school).	52.0 11.5%	52.0 11.5%	64.0 14.2%	71.0 15.7%	213.0 47.1%	452.0 100.0%	3.75		
Explanation of university policies and procedures (e.g., taking classes through Consortium).	52.0 11.5%	46.0 10.2%	79.0 17.5%	81.0 18.0%	193.0 42.8%	451.0 100.0%	3.70		
Guidance in identifying and securing an internship.	45.0 10.0%	34.0 7.5%	58.0 12.9%	71.0 15.7%	243.0 53.9%	451.0 100.0%	3.96		

How SATISFIED were you with the interaction with your advisor about these topics?	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A	Totals	Mean	Mean	
									1	5
Assistance selecting courses for the next semester.	18.0 4.1%	20.0 4.6%	27.0 6.2%	49.0 11.2%	315.0 72.1%	8.0 1.8%	437.0 100.0%	4.45		
Development of a longer term plan for courses.	20.0 4.6%	20.0 4.6%	42.0 9.7%	51.0 11.8%	267.0 61.7%	33.0 7.6%	433.0 100.0%	4.31		
Discussion of potential career options in the field.	18.0 4.1%	22.0 5.1%	48.0 11.0%	61.0 14.0%	205.0 47.1%	81.0 18.6%	435.0 100.0%	4.17		
Advice regarding future educational options (e.g., graduate school).	18.0 4.2%	24.0 5.6%	40.0 9.3%	52.0 12.0%	202.0 46.8%	96.0 22.2%	432.0 100.0%	4.18		
Explanation of university policies and procedures (e.g., taking classes through Consortium).	15.0 3.5%	24.0 5.6%	36.0 8.3%	55.0 12.7%	211.0 48.8%	91.0 21.1%	432.0 100.0%	4.24		
Guidance in identifying and securing an internship.	21.0 4.8%	25.0 5.8%	39.0 9.0%	53.0 12.2%	190.0 43.8%	106.0 24.4%	434.0 100.0%	4.12		

Undergraduate Responses by School of Advisor: A Comparison of Means

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2016, please indicate how frequently this person:

	Arts and Sciences			Business Administration			Education and Human Services			Health Professions			First-Year			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	4.67	99	.67	4.58	96	.89	4.73	67	.83	4.57	84	.96	4.62	124	.81	4.63	470	.83
Helped in resolving problems or issues when asked	4.62	99	.75	4.54	95	.95	4.69	68	.80	4.55	84	.96	4.59	123	.81	4.59	469	.85
Was eager to work with or help you	4.75	100	.64	4.60	97	.93	4.83	65	.72	4.64	85	.88	4.72	124	.80	4.70	471	.81
Treated you like an individual	4.82	100	.52	4.63	98	.91	4.93	67	.40	4.69	85	.81	4.80	124	.65	4.77	474	.70
Acted professionally	4.87	100	.46	4.73	98	.78	4.93	67	.27	4.77	84	.59	4.76	125	.76	4.80	474	.63
Provided useful information and guidance	4.64	100	.84	4.63	96	.82	4.72	68	.83	4.44	85	.99	4.70	125	.80	4.63	474	.86
Responded to email in a timely manner	4.73	97	.59	4.53	98	.96	4.80	66	.61	4.66	82	.82	4.63	112	.85	4.66	455	.79
Responded to telephone messages in a timely manner	4.73	45	.81	4.55	56	1.04	4.88	42	.63	4.86	35	.43	4.67	76	.94	4.72	254	.85
Was available during office hours	4.71	96	.60	4.60	90	.92	4.89	64	.40	4.72	76	.56	4.73	116	.70	4.72	442	.69

Undergraduate Responses by Class Level: A Comparison of Means

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2016, 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	4.62	123	.83	4.62	79	.85	4.64	118	.82	4.66	129	.78	4.45	20	1.10	4.63	469	.83
Helped in resolving problems or issues when asked	4.60	121	.78	4.60	81	.82	4.51	120	1.00	4.67	126	.75	4.45	20	1.10	4.59	468	.86
Was eager to work with or help you	4.71	123	.81	4.70	80	.75	4.64	121	.93	4.75	126	.69	4.70	20	.92	4.70	470	.81
Treated you like an individual	4.78	123	.66	4.80	81	.62	4.70	121	.84	4.81	128	.57	4.65	20	.99	4.77	473	.70

	Freshman			Sophomore			Junior			Senior			Other*			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Acted professionally	4.74	124	.77	4.88	81	.53	4.83	120	.56	4.82	128	.55	4.60	20	.82	4.80	473	.63
Provided useful information and guidance	4.71	124	.78	4.58	81	.92	4.61	120	.89	4.63	128	.80	4.40	20	1.10	4.63	473	.86
Responded to email in a timely manner	4.59	111	.87	4.80	79	.65	4.59	119	.87	4.67	126	.76	4.84	19	.50	4.66	454	.79
Responded to telephone messages in a timely manner	4.63	73	.98	4.72	36	.94	4.75	64	.78	4.75	72	.77	4.88	8	.35	4.72	253	.85
Was available during office hours	4.74	114	.71	4.71	78	.75	4.64	112	.77	4.79	118	.56	4.74	19	.45	4.72	441	.68

*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: Availability/Accessibility (N = 9)

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:

"Because my advisor was not available."

"Assigned advisor was on sabbatical."

"My advisor refuses to meet in person with me and does not tell me what I NEED to take each semester for my specialty so I look elsewhere for help or advise myself."

"My original advisor was not responding to my emails, would not make time for me to meet her in her office to discuss some academic issues I was facing."

Theme 2: Personal Reasons (N = 8)

Some students decided to work with a different advisor due to personal reasons. Students indicated they used a specific advisor because he or she had been their advisor in the past.

Example Responses:

"She has been working with me since day one when I was a undeclared."

"This was my advisor for my freshman year and I felt like he knew me and understands me."

"He is my Honors Program advisor and is better informed of my graduation requirements as well as my personal circumstances."

Theme 3: Assigned Advisor (N = 7)

A number of students indicated they used a specific advisor because he or she was the assigned advisor from Academic Affairs.

Example Responses:

"Her name was on my academic plan paper as my advisor."

"Because she told me she will be my advisor."

"She is one of two assigned advisers."

Theme 3: Changed Major (N = 4)

A few students indicated that they had changed majors and thus needed or was assigned to a new advisor.

Example Responses:

"Because I changed major."

"I changed my major from business to psychology."

"I have had three different advisors during my time at MU."

Theme 6: Miscellaneous (N = 4)

Some students did not specify exactly why they had a different advisor but in general spoke to how they were helped in the end.

Example Responses:

"They were able to help me navigate my remaining classes and make sure I was meeting all of the honors requirements so I was certain I am on track."

Theme 7: Further Assistance (N = 3)

A few respondents indicated they had already registered for classes and spoken with someone, but then was assisted by another advisor or sought out assistance from another advisor.

Example Responses:

"She was helping _____ with advising, and asked me to meet with her."

"She's the dean of _____ and I was asking her about my intended graduation date."

Theme 5: Quality (N = 2)

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 was recommended by another student to take her as an advisory about a year ago and since then she has been extremely helpful."

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

Theme 1: Good Quality (N = 56)

Many students had positive comments specifically regarding the quality of advising and their advisors. They described advisors as helpful and willing to spend extra time with students to help them receive answers to their questions or refer them to another individual who could better assist them.

Example Responses:

"Very helpful."

"I adore _____! He's such a great person and is always eager to help me with any of my requests."

"She went above and beyond for me. If she didn't know the answer to a question, she passed me on to her supervisor and then follow through afterwards. She also directed me to the right person when talking about internships."

"She is always there to support her students and it shows she is dedicated to her students."

Theme 2: Content (N = 55)

Respondents also commented on advising in general and indicated a positive experience overall. Their advisors were described as helpful and available.

Example Responses:

"It was good. I like how there is a general guide lines for me to follow to achieve my degree."

"_____ was great at helping me pick classes for next semester and providing me with guidance on what classes I should take."

"My advisor is always available to help me with anything and we were able to plan out the classes I need in order to graduate in the spring."

"Helped me add a second major and tried to advise me on classes to take to keep me on the right track for both majors."

Theme 3: Poor Experience (N = 22)

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, or did not make them a priority.

Example Responses:

"Not very helpful."

"I received no advise on my classes, I had to do my own research, very vague and late responses, not very helpful on achieve my academic advising."

"Not helpful at all. Need to have a more individual relationship with student instead of just register for classes."

Theme 4: Miscellaneous (N = 17)

A number of students commented on a variety of topics in relation to advising. Some indicated that their advisors did not know their program specifically or that their help was not required.

Example Responses:

"It would be better if the advisor knew more about Honors program and the extra credits that I have to take.

"As a student in the accelerated BS-BSN program, course selection is not really variable so guidance was not overtly required."

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

Theme 1: Good Quality (N = 121)

The majority of respondents indicated positive experiences with advising. Many stated their advisors were very helpful, friendly, and competent.

Example Responses:

"I have had great experiences with advising here at Marymount."

"My advisor is very competent and helpful, and she knows what she's doing."

"The experience was extremely helpful in making sure I knew what to do when it came time to register for the upcoming semester."

"She was friendly, helpful, and reassuring to me."

Theme 2: Poor Advising (N = 36)

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 did not seem knowledgeable in various university requirements.

Example Responses:

"I wish she had been better informed on the material she was advising on."

"It was okay. I don't feel appreciated nor do I feel prioritized when I go in there."

"Not great experiences, don't appreciate having to get my courses approved every semester. All that information is online."

"He does not like meeting, because every time I ask for meeting he just keep sending emails and I prefer meetings!"

Theme 3: Miscellaneous (N = 23)

A number of other comments were made in reference to advising, in general. Students indicated communication was poor or that they disliked having an advisor outside of their major.

Example Responses:

"It would be nice to have a nursing advisor for those students who want to pursue graduate education."

"I want to know why I'm having to take the classes I have to take. I want to be talked to about where I want to go in the future and what classes will help me so that I do better in my field. I want to know more about the education I'm paying so much money to get."

Marymount University
Advising Survey
Fall 2015

Advisor: Graduate

Advisee Information

Are you a:			
	Counts	Percents	Percents
			0 100
Undergraduate	0	0.0%	
Graduate	250	100.0%	
Totals	250	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%	

Advising Experience

Based on your advising experience for Spring 2016, please indicate how frequently this person:	Never	Rarely	Some of the Time	Usually	Always	Unable to Rate	Totals	Mean	Mean
	1	2	3	4	5				1 5
Handled things correctly the first time.	2.0 1.3%	2.0 1.3%	4.0 2.6%	21.0 13.5%	115.0 74.2%	11.0 7.1%	155.0 100.0%	4.70	
Helped in resolving problems or issues when asked.	1.0 0.6%	3.0 1.9%	4.0 2.6%	17.0 11.0%	119.0 76.8%	11.0 7.1%	155.0 100.0%	4.74	
Was eager to work with or help you.	1.0 0.6%	1.0 0.6%	4.0 2.6%	19.0 12.3%	122.0 78.7%	8.0 5.2%	155.0 100.0%	4.77	
Treated you like an individual.	1.0 0.6%	0.0 0.0%	3.0 1.9%	12.0 7.7%	132.0 85.2%	7.0 4.5%	155.0 100.0%	4.85	
Acted professionally.	1.0 0.6%	0.0 0.0%	2.0 1.3%	9.0 5.8%	136.0 87.7%	7.0 4.5%	155.0 100.0%	4.89	
Provided useful information and guidance.	1.0 0.6%	2.0 1.3%	5.0 3.2%	15.0 9.7%	125.0 80.6%	7.0 4.5%	155.0 100.0%	4.76	
Responded to email in a timely manner.	0.0 0.0%	4.0 2.6%	9.0 5.8%	17.0 11.0%	115.0 74.2%	10.0 6.5%	155.0 100.0%	4.68	
Responded to telephone messages in a timely manner.	0.0 0.0%	0.0 0.0%	4.0 2.6%	4.0 2.6%	71.0 45.8%	76.0 49.0%	155.0 100.0%	4.85	
Was available during office hours.	0.0 0.0%	1.0 0.6%	3.0 1.9%	14.0 9.0%	98.0 63.2%	39.0 25.2%	155.0 100.0%	4.80	

Topics Discussed

How IMPORTANT was it to you to discuss these topics with your advisor?	Not Important at All	Somewhat Important	Neutral	Important	Very Important	Totals	Mean	Mean	
								1	5
Assistance selecting courses for the next semester.	23.0 15.6%	9.0 6.1%	11.0 7.5%	13.0 8.8%	91.0 61.9%	147.0 100.0%	3.95		
Development of a longer term plan for courses.	26.0 17.8%	5.0 3.4%	13.0 8.9%	19.0 13.0%	83.0 56.8%	146.0 100.0%	3.88		
Discussion of potential career options in the field.	23.0 15.9%	9.0 6.2%	17.0 11.7%	25.0 17.2%	71.0 49.0%	145.0 100.0%	3.77		
Advice regarding future educational options (e.g., graduate school).	45.0 31.3%	8.0 5.6%	20.0 13.9%	15.0 10.4%	56.0 38.9%	144.0 100.0%	3.20		
Explanation of university policies and procedures (e.g., taking classes through Consortium).	38.0 26.0%	14.0 9.6%	22.0 15.1%	20.0 13.7%	52.0 35.6%	146.0 100.0%	3.23		
Guidance in identifying and securing an internship.	36.0 25.0%	10.0 6.9%	20.0 13.9%	18.0 12.5%	60.0 41.7%	144.0 100.0%	3.39		

How SATISFIED were you with the interaction with your advisor about these topics?	Very Dissatisfied	Somewhat Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A	Totals	Mean	Mean	
									1	5
Assistance selecting courses for the next semester.	6.0 4.1%	5.0 3.4%	9.0 6.2%	17.0 11.7%	84.0 57.9%	24.0 16.6%	145.0 100.0%	4.39		
Development of a longer term plan for courses.	6.0 4.2%	4.0 2.8%	8.0 5.6%	19.0 13.2%	72.0 50.0%	35.0 24.3%	144.0 100.0%	4.35		
Discussion of potential career options in the field.	3.0 2.1%	8.0 5.5%	12.0 8.3%	11.0 7.6%	60.0 41.4%	51.0 35.2%	145.0 100.0%	4.24		
Advice regarding future educational options (e.g., graduate school).	2.0 1.4%	5.0 3.5%	6.0 4.2%	7.0 4.9%	51.0 35.7%	72.0 50.3%	143.0 100.0%	4.41		
Explanation of university policies and procedures (e.g., taking classes through Consortium).	2.0 1.4%	6.0 4.2%	9.0 6.3%	12.0 8.3%	55.0 38.2%	60.0 41.7%	144.0 100.0%	4.33		
Guidance in identifying and securing an internship.	2.0 1.4%	8.0 5.6%	10.0 7.0%	10.0 7.0%	46.0 32.4%	66.0 46.5%	142.0 100.0%	4.18		

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			Total		
	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD	Mean	N	SD
Handled things correctly the first time	4.92	13	.28	4.59	37	.83	4.64	64	.82	4.87	30	.35	4.70	144	.72
Helped in resolving problems or issues when asked	5.00	12	.00	4.69	36	.71	4.68	66	.77	4.80	30	.55	4.74	144	.68
Was eager to work with or help you	5.00	13	.00	4.78	37	.48	4.67	67	.75	4.87	30	.43	4.77	147	.60
Treated you like an individual	5.00	13	.00	4.82	38	.51	4.79	68	.61	4.97	29	.19	4.85	148	.50
Acted professionally	5.00	13	.00	4.84	38	.44	4.85	68	.58	4.97	29	.19	4.89	148	.46
Provided useful information and guidance	5.00	13	.00	4.68	38	.62	4.70	67	.80	4.90	30	.31	4.76	148	.64
Responded to email in a timely manner	4.77	13	.60	4.53	38	.80	4.66	65	.74	4.86	29	.58	4.68	145	.72
Responded to telephone messages in a timely manner	5.00	4	.00	4.80	25	.58	4.82	34	.52	4.94	16	.25	4.85	79	.48
Was available during office hours	4.88	8	.35	4.76	29	.69	4.77	53	.51	4.88	26	.33	4.80	116	.51

GRADUATES

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

Theme 1: Availability/Accessibility (N = 9)

Most advisees chose different advisors because other advisors were more available, more accessible, and were more helpful.

Example Responses:

"Approachable and available."

"Because of different campus."

"I tried to contact my advisor and never received a response back."

Theme 2: Advising Unnecessary (N = 3)

Graduates indicated that they did not deem advising necessary for their program of study.

Example Responses:

"Because advising was not necessary."

"The DPT program is a that has a specific sequence to the classes. I did not need any advice about choosing classes."

Theme 3: Miscellaneous (N = 6)

Students indicated a variety of other reasons influencing their decision to work with another advisor. Most were not very specific, but specified that advising was taken care of in the beginning of a term and not needed thereafter.

Example Responses:

"She sent me the list of classes to sign up for."

"We received an email from her letting us know that the ECE office will register students for classes if they're student teaching in the spring."

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

Theme 1: Good Quality (N = 45)

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:

"My advisor provided helpful guidance regarding my spring semester plans."

"He responded quickly and answered all of my questions!"

"_____ is very approachable and has provided extremely helpful guidance on handling the challenges of this semester."

Theme 2: Poor Experience (N =7)

A few advisees had poor advising experiences. They indicated that advisors were generally not very responsive to emails and despite multiple attempts at contact could not get in touch with them.

Example Responses:

"I was interested in taking a course through the consortium, but reached out to Georgetown and was given the run around and eventually told I needed to talk to MU. By that point I had decided it wasn't worth the trouble."

"_____ is hard to contact via email. I've attempted to reach him during office hours. I must have missed him by a few minutes or so, because I could never catch him."

Theme 3: Miscellaneous (N = 11)

Graduates made a number of other comments regarding the advising they received in the Spring. Most did not have notable experiences and would put "N/A," or they would specify that there were no issues but nothing to report either.

Example Responses:

"Advisor assisted with course content as she was also my instructor."

"I don't have a problem with the general Advisors, but the VA office at Marymount is terrible."

"N/A."

Question: Please provide any comments about your experiences with advising in general.**Theme 1: Good Quality (N = 68)**

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

Example Responses:

"_____ is very encouraging and she has a caring approach. She addressed my concerns during prior coursework and as an advisor she is always willing to help."

"_____ is a very warm and caring person who wants the best for her students. She is wonderful!"

"Fantastic and helpful with every meeting and dialogue."

"I think it is helpful to know that someone is there to guide you on what courses to take and when to take them."

Theme 2: Poor Advising (N = 22)

A number of advisees described negative advising experiences. They indicated that they do not feel supported and/or the advisors were generally unresponsive.

Example Responses:

"Wish I could change my advisor at Marymount University. Do not feel as supported by my advisor as I did in undergraduate."

"Emailed several questions and never got a response. Independently did my own research using the website to find requirements."

"I sent my advisor a question 2 weeks ago and still haven't heard back. In the email I asked about class offerings and when we could meet face to face. No answer."

Theme 3: Unnecessary/Miscellaneous (N = 26)

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 or they can decide for themselves what classes they wish to take.

Example Responses:

"It isn't very necessary at the graduate level. Students seek their own counsel with professors that they have made relationships with."

"I haven't had a bad experience with advising, but it hasn't been super helpful either. I think the school needs more teachers for the human resource management program, as offering classes only in the spring or fall, or only on Saturdays makes it very difficult to schedule my classes."

"I selected my classes by myself for spring 2016."