

## Report on the Results of the Advising Survey

Fall 2016

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### EXECUTIVE SUMMARY

In Fall 2016, 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 14, 2016, and was closed on February 3, 2016, 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 (3,362). There were 823 responses, for a participation rate of 24%.

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 4.6 on a 5.0 scale.

- Average ratings from undergraduates were highest for “acted professionally” and “treated you like an individual” (ratings of 4.81 and 4.78, respectively). The lowest ratings were for “provided useful information and guidance” and “responded to email in a timely manner” (4.64).
- Average ratings from graduate students were highest for “responded to telephone messages in a timely manner” (4.85) and “acted professionally” (4.84). Lowest ratings were for “responded to email in a timely manner” (4.63) and “provided useful information and guidance” (4.62).
- Undergraduates reported that the topic they felt was most important to discuss with advisors was “assistance selecting courses for the next semester” (4.47). The topic they felt was least important was “explanation of university policies and procedures” (3.72).
- Undergraduates also reported the highest levels of satisfaction with their interaction with advisors about the topic they felt most important: “assistance selecting courses for the next semester” (4.47).
- Graduate students reported that the most important topic to discuss with their advisors was “development of a longer term plan for courses” (4.00). Least important was “advice regarding future educational options” (3.42).
- Graduate students reported the highest levels of satisfaction with their interaction with their advisors about “assistance selecting courses for the next semester” (4.59) and “discussion of potential career options in the field” (4.55). The lowest satisfaction was with “explanation of university policies and procedures” (4.43).

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

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2017, please indicate how frequently this person:

|  | Arts and Sciences |     |     | Business Administration |    |      | Education and Human Services |    |     | First-Year Advising |     |     | Health Professions |    |      | 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              | 105 | .72 | 4.68                    | 72 | .69  | 4.67                         | 70 | .68 | 4.65                | 133 | .74 | 4.61               | 93 | .89  | 4.67  | 473 | .75 |
| Helped in resolving problems or issues when asked  | 4.75              | 104 | .68 | 4.68                    | 69 | .76  | 4.70                         | 69 | .81 | 4.61                | 136 | .85 | 4.56               | 90 | .96  | 4.65  | 468 | .82 |
| Was eager to work with or help you                 | 4.79              | 105 | .60 | 4.64                    | 74 | .90  | 4.86                         | 69 | .52 | 4.82                | 135 | .58 | 4.66               | 93 | .84  | 4.76  | 476 | .69 |
| Treated you like an individual                     | 4.85              | 104 | .57 | 4.74                    | 73 | .76  | 4.86                         | 72 | .51 | 4.76                | 139 | .72 | 4.73               | 92 | .79  | 4.78  | 480 | .68 |
| Acted professionally                               | 4.86              | 107 | .57 | 4.73                    | 74 | .71  | 4.88                         | 72 | .53 | 4.83                | 138 | .60 | 4.73               | 91 | .78  | 4.81  | 482 | .64 |
| Provided useful information and guidance           | 4.70              | 106 | .79 | 4.57                    | 75 | .87  | 4.68                         | 71 | .71 | 4.70                | 135 | .71 | 4.49               | 93 | 1.05 | 4.64  | 480 | .83 |
| Responded to email in a timely manner              | 4.79              | 103 | .59 | 4.40                    | 75 | 1.07 | 4.71                         | 69 | .71 | 4.61                | 127 | .87 | 4.68               | 87 | .77  | 4.64  | 461 | .82 |
| Responded to telephone messages in a timely manner | 4.69              | 59  | .91 | 4.51                    | 39 | .94  | 4.83                         | 41 | .77 | 4.60                | 93  | .99 | 4.78               | 51 | .76  | 4.67  | 283 | .90 |
| Was available during office hours                  | 4.72              | 94  | .68 | 4.65                    | 69 | .80  | 4.78                         | 65 | .48 | 4.75                | 126 | .65 | 4.80               | 92 | .54  | 4.75  | 446 | .64 |

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

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2017, 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           | 4.65     | 139 | .75 | 4.57      | 83 | .84 | 4.71   | 85 | .59 | 4.73   | 128 | .77 | 4.65   | 17 | 1.00 | 4.67  | 452 | .76 |
| Helped in resolving problems or issues when asked | 4.64     | 140 | .79 | 4.50      | 80 | .94 | 4.59   | 86 | .90 | 4.78   | 126 | .71 | 4.53   | 15 | 1.13 | 4.64  | 447 | .83 |

|  | Freshman |     |     | Sophomore |    |     | Junior |    |      | Senior |     |     | Other* |    |      | Total |     |     |
|--|----------|-----|-----|-----------|----|-----|--------|----|------|--------|-----|-----|--------|----|------|-------|-----|-----|
|  | Mean     | N   | SD  | Mean      | N  | SD  | Mean   | N  | SD   | Mean   | N   | SD  | Mean   | N  | SD   | Mean  | N   | SD  |
| Was eager to work with or help you                 | 4.81     | 140 | .62 | 4.66      | 85 | .72 | 4.66   | 85 | .85  | 4.81   | 128 | .62 | 4.65   | 17 | 1.06 | 4.75  | 455 | .71 |
| Treated you like an individual                     | 4.79     | 144 | .64 | 4.64      | 85 | .83 | 4.79   | 86 | .65  | 4.87   | 128 | .59 | 4.59   | 17 | 1.18 | 4.78  | 460 | .70 |
| Acted professionally                               | 4.84     | 143 | .53 | 4.67      | 85 | .79 | 4.75   | 88 | .75  | 4.88   | 128 | .54 | 4.71   | 17 | .99  | 4.80  | 461 | .65 |
| Provided useful information and guidance           | 4.71     | 140 | .66 | 4.43      | 87 | .98 | 4.53   | 86 | .92  | 4.71   | 129 | .83 | 4.65   | 17 | 1.06 | 4.62  | 459 | .85 |
| Responded to email in a timely manner              | 4.58     | 132 | .93 | 4.67      | 81 | .71 | 4.60   | 84 | .84  | 4.68   | 127 | .81 | 4.69   | 16 | .79  | 4.63  | 440 | .83 |
| Responded to telephone messages in a timely manner | 4.61     | 93  | .99 | 4.70      | 43 | .64 | 4.30   | 46 | 1.41 | 4.91   | 81  | .36 | 4.57   | 7  | 1.13 | 4.66  | 270 | .92 |
| Was available during office hours                  | 4.75     | 130 | .66 | 4.56      | 78 | .80 | 4.76   | 80 | .68  | 4.82   | 122 | .48 | 4.81   | 16 | .54  | 4.74  | 426 | .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

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

Importance: 1 = "Not important at all" and 5 = "Very Important"; Satisfaction: 1 = "Very dissatisfied" and 5 = "Very satisfied"

How IMPORTANT was it to you to discuss these topics with your advisor? How SATISFIED were you with the interactions with your advisor about these topics?

|   | Freshman   |              | Sophomore  |              | Junior     |              | Senior     |              | Other      |              | Total      |              |
|---|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
|   | Importance | Satisfaction | Importance | Satisfaction | Importance | Satisfaction | Importance | Satisfaction | Importance | Satisfaction | Importance | Satisfaction |
| Assistance selecting courses for the next semester  | 4.75       | 4.48         | 4.49       | 4.28         | 4.57       | 4.52         | 4.22       | 4.56         | 3.50       | 4.38         | 4.47       | 4.47         |
| Development of a longer term plan for courses   | 4.38       | 4.31         | 4.33       | 4.08         | 4.50       | 4.40         | 4.00       | 4.47         | 3.31       | 4.27         | 4.25       | 4.32         |
| Discussion of potential career options in the field   | 4.00       | 4.19         | 4.16       | 4.08         | 3.93       | 4.18         | 3.98       | 4.42         | 3.87       | 4.18         | 4.00       | 4.24         |
| Advice regarding future educational options (e.g. graduate school)                          | 3.92       | 4.29         | 3.78       | 4.12         | 3.84       | 4.09         | 3.87       | 4.37         | 3.73       | 4.31         | 3.86       | 4.25         |
| Explanation of university policies and procedures (e.g., taking classes through Consortium) | 3.93       | 4.20         | 3.56       | 4.10         | 3.70       | 4.26         | 3.67       | 4.43         | 3.20       | 4.20         | 3.72       | 4.26         |
| Guidance in identifying and securing an internship  | 3.90       | 4.15         | 3.80       | 4.02         | 3.93       | 4.04         | 3.86       | 4.33         | 3.20       | 4.38         | 3.85       | 4.17         |

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

Importance: 1 = "Not important at all" and 5 = "Very Important"; Satisfaction: 1 = "Very dissatisfied" and 5 = "Very satisfied"

How IMPORTANT was it to you to discuss these topics with your advisor? How SATISFIED were you with the interactions with your advisor about these topics?

|   | Arts and Sciences |              | Business Administration |              | Education and Human Services |              | First-Year Advising |              | Health Professions |              | Total      |              |
|---|-------------------|--------------|-------------------------|--------------|------------------------------|--------------|---------------------|--------------|--------------------|--------------|------------|--------------|
|   | Importance        | Satisfaction | Importance              | Satisfaction | Importance                   | Satisfaction | Importance          | Satisfaction | Importance         | Satisfaction | Importance | Satisfaction |
| Assistance selecting courses for the next semester  | 4.40              | 4.51         | 4.43                    | 4.16         | 4.45                         | 4.59         | 4.76                | 4.51         | 4.18               | 4.52         | 4.47       | 4.47         |
| Development of a longer term plan for courses   | 4.25              | 4.35         | 4.07                    | 4.13         | 4.50                         | 4.42         | 4.42                | 4.32         | 3.94               | 4.39         | 4.25       | 4.32         |
| Discussion of potential career options in the field   | 4.11              | 4.18         | 4.00                    | 4.14         | 3.91                         | 4.41         | 4.08                | 4.22         | 3.86               | 4.28         | 4.00       | 4.24         |
| Advice regarding future educational options (e.g. graduate school)                          | 3.86              | 4.10         | 3.71                    | 4.25         | 3.92                         | 4.33         | 3.98                | 4.34         | 3.74               | 4.20         | 3.86       | 4.25         |
| Explanation of university policies and procedures (e.g., taking classes through Consortium) | 3.74              | 4.17         | 3.76                    | 4.22         | 3.55                         | 4.49         | 4.00                | 4.22         | 3.37               | 4.29         | 3.72       | 4.26         |
| Guidance in identifying and securing an internship  | 4.08              | 4.09         | 3.82                    | 4.08         | 3.92                         | 4.45         | 3.91                | 4.14         | 3.49               | 4.17         | 3.85       | 4.17         |

## 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 = 11)**

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:**

- "Assigned advisor not here this semester."*
- "I could never get in contact with my advisor."*
- "Advisor has very limited availability or does not want to meet in person."*

### **Theme 2: Further Assistance (N = 6)**

A number of students indicated they used a specific advisor because he or she had more knowledge of their major/program or courses better than their assigned advisor.

#### **Example Responses:**

- "She actually helped me."*
- "Because he knows more about my major..."*

### **Theme 3: Personal Reasons (N = 5)**

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:**

- "I have a good relationship with him and trust his advice."*
- "She was the first person to contact me regarding school over the summer before attending Marymount."*

### **Theme 4: Miscellaneous (N = 6)**

Some students did not specify exactly why they had a different advisor but in general spoke to how they were helped in the end or stated that they did not receive advising at all.

#### **Example Responses:**

- "Because I have changed my major from Business Administration to Information Technology."*
- "I have my schedule planned for till I graduate. I just talked to my current advisor to ask if I should switch any other class."*

**Question: Please provide any comments about the advising you received for Spring 2017.**

### **Theme 1: Good Quality (N = 99)**

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:**

- "\_\_\_\_\_ is absolutely incredible. I am SO lucky to have her both advise me and put up with me. I am always a last minute, in a rush, chaotic kind of person and she is just an angel."*
- "\_\_\_\_\_ is amazing!!!! She has kept me on track since day one here at Marymount. I would not have been successful without her help and guidance. She is a wonderful and caring person who has helped me so much."*
- "\_\_\_\_\_ went above and beyond to help me correct my transcripts. Even though he is not a part of my major, he often would do research and ask around to get me the help I needed!"*

### Theme 2: Content (N = 56)

Respondents also commented on advising in general and indicated a positive experience overall.

#### Example Responses:

*"It was really good and helpful."*

*"Everything went perfectly okay!"*

*"The experience for planning for Spring 2017 was very useful."*

### Theme 3: Poor Experience (N = 39)

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:

*"HIGHLY unsatisfied with my advisor experience. I prefer meeting in person to discuss my academic issues and counseling but she is rarely available or doesn't offer to meet even when I ask. I wish to replace advisors..."*

*"She seemed very disinterested. Did not even bother looking at my full file before advising me so she had no idea or background of who I was. Disorganized and seemed like she could care less about my problems. Did not help me plan at all. Extremely useless and unprofessional."*

### Theme 4: Miscellaneous (N = 12)

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:

*"My plans for next semester is set."*

*"I need clarification from my adviser."*

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

### Theme 1: Good Quality (N = 124)

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

#### Example Responses:

*"I absolutely love the advising at Marymount."*

*"Advising was straight forward and very helpful/detailed/organized."*

*"Academic advisors are definitely the unsung heroes of Marymount and have helped me tremendously."*

### Theme 2: Poor Advising (N = 27)

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:

*"There was a lot of information that students were not told and it felt like it was being kept secretive."*

*"I really didn't have many. I am still waiting for an answer from my advisor for something... I didn't have much interaction to respond."*

*"Hard to make an appointment. I didn't even know who my advisor was, and when I finally managed to make an appointment on Starfish, the hours listed were incorrect so my advisor was not at her office at the supposed meeting time."*

### Theme 3: Miscellaneous (N = 26)

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 if 'plans after graduation' were a part of advising."*

*"Doesn't seem like they are on the same page, or relay information to each other."*

*"I enjoyed talking with my advisor, I only wish my advisor could be more available."*



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

1 = "Never" and 5 = "Always"

Based on your advising experience for Spring 2017, 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            | 4.79              | 14 | .43  | 4.65                    | 34 | .81  | 4.78                         | 60 | .64 | 4.93               | 27 | .27 | 4.78  | 135 | .62 |
| Helped in resolving problems or issues when asked  | 4.58              | 12 | .79  | 4.44                    | 36 | 1.16 | 4.76                         | 66 | .68 | 4.90               | 30 | .40 | 4.69  | 144 | .80 |
| Was eager to work with or help you                 | 4.64              | 14 | .63  | 4.49                    | 35 | 1.17 | 4.80                         | 66 | .66 | 4.91               | 32 | .53 | 4.73  | 147 | .80 |
| Treated you like an individual                     | 4.93              | 14 | .27  | 4.69                    | 36 | .71  | 4.85                         | 66 | .64 | 4.91               | 32 | .53 | 4.83  | 148 | .61 |
| Acted professionally                               | 4.64              | 14 | .74  | 4.73                    | 37 | .69  | 4.89                         | 66 | .53 | 4.94               | 32 | .35 | 4.84  | 149 | .57 |
| Provided useful information and guidance           | 4.86              | 14 | .36  | 4.54                    | 37 | 1.10 | 4.66                         | 67 | .88 | 4.90               | 31 | .40 | 4.70  | 149 | .84 |
| Responded to email in a timely manner              | 4.46              | 13 | 1.13 | 4.46                    | 37 | 1.14 | 4.77                         | 64 | .61 | 4.93               | 30 | .37 | 4.69  | 144 | .81 |
| Responded to telephone messages in a timely manner | 4.20              | 5  | .84  | 4.81                    | 27 | .62  | 4.89                         | 37 | .31 | 5.00               | 20 | .00 | 4.85  | 89  | .47 |
| Was available during office hours                  | 4.91              | 11 | .30  | 4.73                    | 30 | .69  | 4.77                         | 53 | .51 | 4.89               | 28 | .42 | 4.80  | 122 | .52 |

**Graduate Student Responses by School of Advisor: A Comparison of Means**

Importance: 1 = "Not important at all" and 5 = "Very Important"; Satisfaction: 1 = "Very dissatisfied" and 5 = "Very satisfied"

How IMPORTANT was it to you to discuss these topics with your advisor? How SATISFIED were you with the interactions with your advisor about these topics?

|   | Arts and Sciences |              | Business Administration |              | Education and Human Services |              | Health Professions |              | Total      |              |
|---|-------------------|--------------|-------------------------|--------------|------------------------------|--------------|--------------------|--------------|------------|--------------|
|   | Importance        | Satisfaction | Importance              | Satisfaction | Importance                   | Satisfaction | Importance         | Satisfaction | Importance | Satisfaction |
| Assistance selecting courses for the next semester  | 4.50              | 4.75         | 4.23                    | 4.58         | 4.06                         | 4.50         | 2.87               | 4.86         | 3.89       | 4.59         |
| Development of a longer term plan for courses   | 4.57              | 4.75         | 4.24                    | 4.50         | 3.93                         | 4.37         | 3.66               | 4.71         | 4.00       | 4.50         |
| Discussion of potential career options in the field   | 3.46              | 4.86         | 4.20                    | 4.40         | 3.87                         | 4.53         | 4.23               | 4.67         | 3.98       | 4.55         |
| Advice regarding future educational options (e.g. graduate school)                          | 3.08              | 5.00         | 3.93                    | 4.55         | 3.35                         | 4.50         | 3.10               | 4.67         | 3.39       | 4.58         |
| Explanation of university policies and procedures (e.g., taking classes through Consortium) | 3.36              | 3.71         | 3.90                    | 4.50         | 3.18                         | 4.33         | 3.59               | 4.85         | 3.43       | 4.43         |
| Guidance in identifying and securing an internship  | 3.08              | 3.80         | 3.97                    | 4.60         | 3.71                         | 4.47         | 3.53               | 4.72         | 3.67       | 4.51         |

## 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/Knowledge (N = 10)

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

#### Example Responses:

*"My assigned advisor had not joined the Marymount faculty yet. My previous assigned advisor retired last Spring."*

*"My advisor is not helpful. I have contacted her multiple times to fix something on my degree plan, but she always redirects me to \_\_\_\_\_."*

### Theme 2: Advising Unnecessary/Personal Reasons (N = 10)

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

#### Example Responses:

*"He was my former academic advisor."*

*"She is the professor of my year-long internship class, so we discussed course sign-ups in class as a group."*

### Theme 3: Miscellaneous (N = 4)

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:

*"I was told by my advisor to ask this faculty member."*

*"I have never communicated with my advisor or know what she even looks like."*

**Question: Please provide any comments about the advising you received for Spring 2017.**

### Theme 1: Good Quality (N = 57)

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:

*"\_\_\_\_\_ is the best. I was excited when I found out she was going to be my advisor. She responds quickly to emails and has helped me with everything I've needed."*

*"\_\_\_\_\_ was very patient with me and willing to spend plenty of time to talk through planning of the second half of my program."*

*"\_\_\_\_\_ was incredibly helpful in giving information on various classes being offered and what class she thought would be advantageous for me to take. I really appreciated her help in helping me to get my desired classes."*

### Theme 2: Poor Experience (N = 8)

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:

*"It can be a bit hard to reach my advisor since they are professionals and professors and they have limited email access and office hours don't correlated with my available hours."*

*"I was not provided an appropriate advising experience for Spring 2017. When I did make an appointment regarding my class I was told that I 'will have to deal with whatever I get.' I was very upset with this experience and felt like I was being treated poorly."*

**Theme 3: Unnecessary/Miscellaneous (N = 30)**

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

**Example Responses:**

*"I planned my course load myself."*

*"I did not need any advising assistance for this semester. My advisor is also a professor for one of my classes this semester."*

*"I have never met with my advisor. I have not reached out because I plan my own schedule. She has never reached out to me, either."*

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

**Theme 1: Good Quality (N = 47)**

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

**Example Responses:**

*"Overall, my advising experiences at Marymount have been very positive."*

*"I'm very grateful that \_\_\_\_\_ is my advisor. She has always made herself available whenever I needed her guidance. She has continually provided support and encouragement during some of my greatest challenges throughout the program."*

*"While I have received little advisement from other staff at Marymount University, I am thoroughly pleased with the advisement I received from \_\_\_\_\_. I can't express how grateful and appreciative I am for her expertise, assistance, etc."*

**Theme 2: Poor Advising (N = 22)**

A number of advisees described negative advising experiences. They indicated that they do feel supported and/or the advisors were generally unresponsive.

**Example Responses:**

*"Sometimes I feel like this process is done "on the fly."*

*"I have never been contacted, nor have I contacted any advisor since \_\_\_\_\_ left Marymount."*

*"I was very displeased with my old adviser, \_\_\_\_\_. He encouraged me to rely heavily on the manual during times in which I wanted his opinion and advising. He encouraged me to make my own decisions and figure things out on my own, which made the program more difficult for me."*

**Theme 3: Unnecessary/Miscellaneous (N = 18)**

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:**

*"Marymount University does not provide ANY ADVISING IN GENERAL."*

*"I would hope for better advising in regards to course selection, practicum and internship."*

*"I never reached out to my adviser, only to my peers. My adviser has not reached out to me either."*