

Rutgers University – Camden

Undergraduate Academic Advising Survey Results

Spring 2013

Methodology

The Academic Advising Task Force worked to develop a set of appropriate questions pertaining to students’ advising experiences on our campus. The questionnaire consisted of over 90 questions, five of which were open-ended. The Office of Enrollment Management used the on-line survey tool, Qualtrics, to create and administer the survey. The survey was open to all undergraduate students enrolled for classes for the spring 2013 semester. The survey was publicized across campus using posters/flyers, advertised on the digital displays and featured on the Rutgers-Camden website. In addition, the survey was advertised in multiple REACT (Rutgers Events at Camden Today) email newsletters as well as various Facebook announcements. As an incentive, respondents were entered into a random drawing for an iPad2. The data collection period was February 25th – March 12, 2013. A total of 586 students responded, a response rate of 12.9%.

Respondent Characteristics

Basic demographic information was pulled from both NJAS (admissions database) and SRDB (Student Records Database) and used as “embedded data” within Qualtrics. There was a low proportion of male respondents. A comparison of survey respondents versus the Camden campus as a whole on these demographic measures is included in the table below.

Demographic Category	Respondents	Rutgers-Camden
Gender		
Male	32.8% (192)	44.8% (2,042)
Female	69.2% (394)	55.2% (2,516)
Unit of Registration		
Camden College of Arts and Sciences	66.2% (388)	52.9% (2,411)
School of Business - Camden	17.7% (103)	19.8% (901)
School of Nursing - Camden	4.4% (26)	6.8% (308)
University College - Camden	11.7% (69)	20.6% (938)
Incoming Admit Type		
First-time, First-Year	45.2% (265)	38.5% (1,757)
Transfer	52.4% (307)	58.5% (2,667)
Non-Matriculated	2.4% (14)	2.9% (134)
Age		
24 years or under	71.2% (417)	69.2% (3,152)
25 years or older	28.8% (169)	30.8% (1,406)

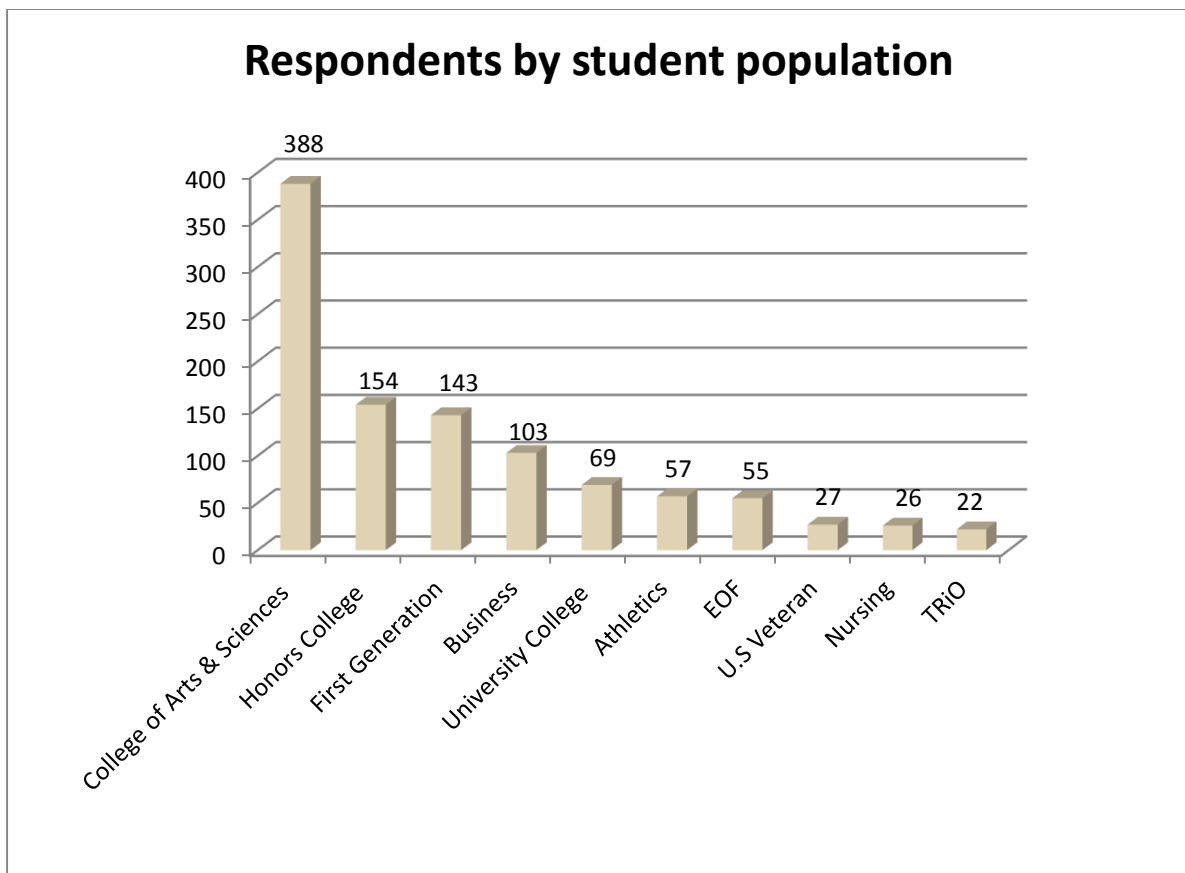
In addition, 26.2% (n = 154) of respondents indicated they were a student in the Honors College program, 9.4% (n = 55) said they were a current or past participant in the EOF program and 3.7% (n = 22) said they were in the TRiO program. 9.7% (n = 57) are athletes and 4.6% (n = 27) are United States Veterans. 13 (2.2%) off-campus students responded to the survey. 87.2% of respondents were full-time students with the remaining 12.8% part-time. 143 first generation students took the survey. Finally, one international student took the survey.

Respondents by Student Population

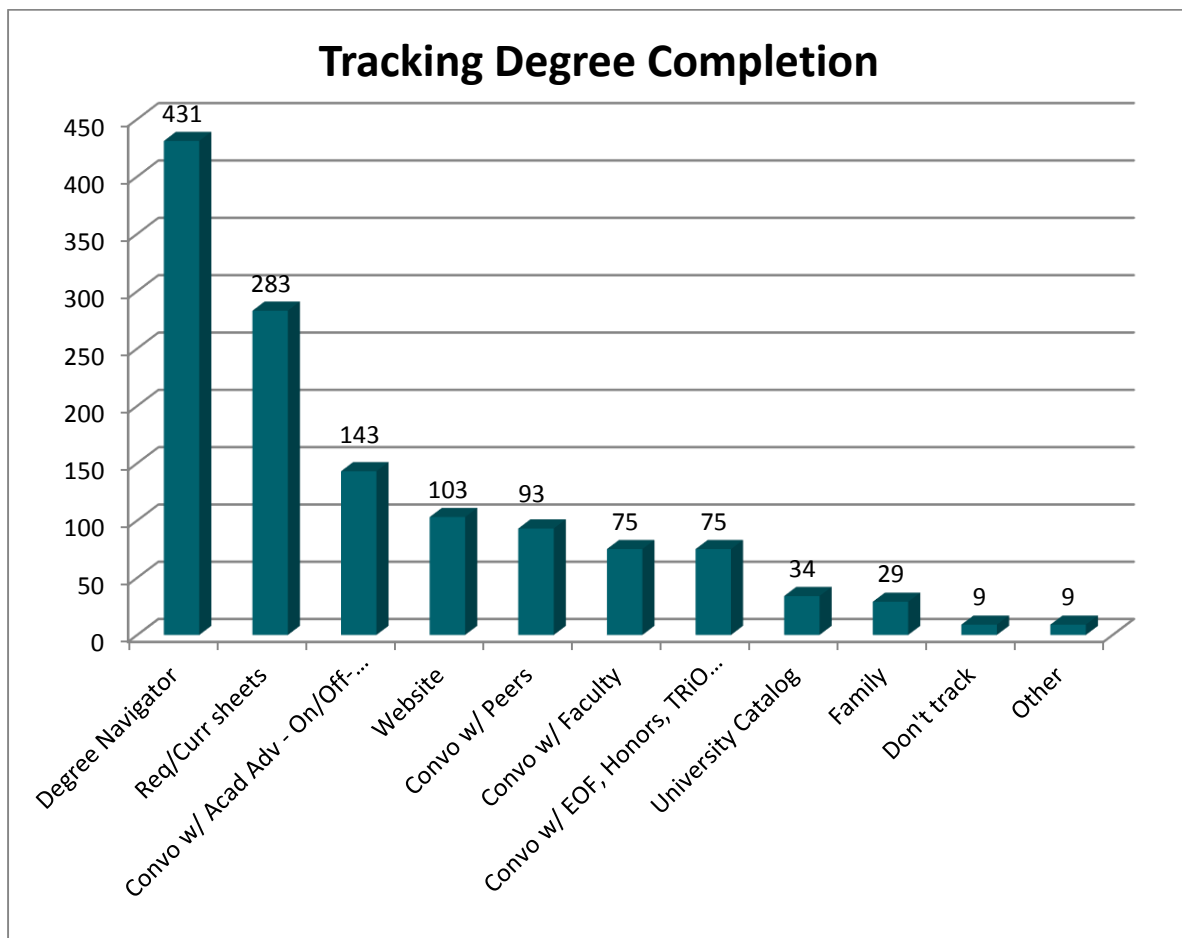
Response rates for various student populations across the Rutgers-Camden community are:

- EOF – 19.4% (55 out of ≈283)
- TRiO – 13.8% (22 out of ≈160)
- Honors College – 42.8% (154 out of ≈360)
- Athletics – 20.7% (57 out of ≈275)
- College of Arts & Sciences – 16.1% (388 out of 2,411)
- Business – 11.4% (103 out of 901)
- Nursing – 8.4% (26 out of 308)
- University College – 7.4% (69 out of 938)

Please note that students might be members of multiple populations (e.g. a student might be both a member of EOF and TRiO or an Arts & Sciences Honors Athlete.).



Since enrolling in their first semester, 84% of students who responded (n = 473) met with a faculty or staff person to discuss academic matters such as academic interests, opportunities, requirements, and/or policies. 81% met with an advisor (n = 435) within the last year at Rutgers-Camden. Students were able to select multiple methods to help us gauge how they keep track of their progress toward degree completion. Degree Navigator was the most popular (77%) method followed by 50% of respondents indicated they used requirement/curriculum sheets from the college and/or department. 25% of respondents also had conversations with an academic advisor/off-campus academic program manager to help them keep track of their degree progress. Finally, 18% used the department or college website, 17% had conversations with peers, 13% had conversations with faculty in their academic department, 13% had conversations with a TRiO, EOF or Honors advisor and 6% used the university catalog. 9 students said they do not keep track of their degree completion and 3 students said they used Microsoft Excel and built their own tracking/goals sheet. The graph below illustrates the overall frequency distribution of student responses.



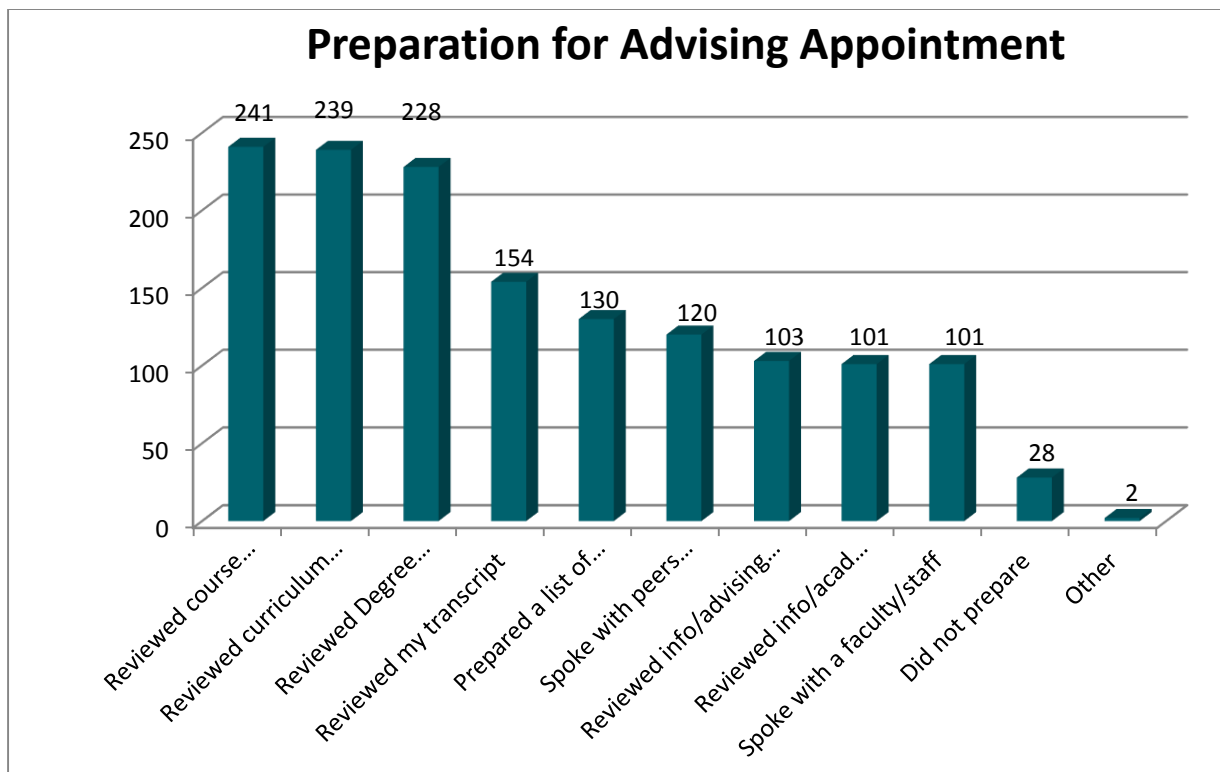
Student Perception on Advising Support

Advisors should be knowledgeable about, be able to provide, and help you learn about, the following types of information and academic support.	Strongly Disagree		Disagree		Agree		Strongly Agree		Total Count
	Count	%	Count	%	Count	%	Count	%	
General education course requirements	17	3.3%	15	2.9%	103	20.2%	376	73.6%	511
Major, minor and degree requirements	19	3.7%	7	1.4%	104	20.4%	379	74.5%	509
Transfer credit evaluation information	21	4.1%	25	4.9%	142	28.0%	320	63.0%	508
Referrals to campus resources for personal, academic, and/or financial concerns	20	3.9%	20	3.9%	202	39.7%	267	52.5%	509
Academic policies and deadlines (e.g., drop/add, withdrawal, repeat, double counting rules, course permissions, etc.)	17	3.3%	21	4.1%	150	29.4%	323	63.2%	511
How to track progress toward degree completion and how to graduate on time	20	3.9%	10	2.0%	126	24.7%	354	69.4%	510
How to get involved in research opportunities, study abroad, internships, and/or community service	21	4.1%	34	6.7%	196	38.6%	257	50.6%	508
Information about academic majors and minors and how to learn more about an academic discipline, major, and/or career	21	4.1%	18	3.5%	147	28.9%	323	63.5%	509
Information about career, graduate and professional schools, and other post-graduation options and opportunities	23	4.5%	20	3.9%	188	36.8%	280	54.8%	511
How to calculate your GPA	25	4.9%	46	9.0%	155	30.4%	284	55.7%	510
How to calculate and maintain Satisfactory Academic Progress (financial aid eligibility)	23	4.5%	47	9.3%	185	36.5%	252	49.7%	507
The impact that GPA has on major and career choice, progress toward degree completion, and financial aid eligibility	26	5.1%	29	5.7%	148	29.1%	306	60.1%	509
How your interests, skills, and abilities connect to majors and careers	20	3.9%	49	9.6%	177	34.8%	263	51.7%	509
How to enhance your academic success through effective study and time management skills	21	4.1%	70	13.8%	183	36.0%	235	46.2%	509
The value of and strategies for building strong relationships with faculty in your classes and in your academic areas of interest	22	4.3%	56	11.0%	191	37.5%	241	47.3%	510
Preparing letters of recommendations/references and/or providing information on how to seek out letters of recommendation	24	4.7%	48	9.4%	167	32.9%	269	53.0%	508
How to find scholarship opportunities	27	5.3%	50	9.9%	173	34.1%	257	50.7%	507

For each of the items in the question on what advisors should be knowledgeable about, at least 82.1% of students either agreed or strongly agreed with the question (effective study and time management skills.) 94.9% of students either agreed or strongly agreed that advisors should know and help them learn about major, minor and degree requirements. In order of perceived importance, advisors should be knowledgeable about and help students learn about (% of students who agreed/strongly agreed):

- Major, minor and degree requirements (94.9%)
- How to track progress toward degree completion and how to graduate on time (94.1%)
- General education course requirements (93.7%)
- Academic policies and deadlines (e.g., drop/add, withdrawal, repeat, double counting rules, course permissions, etc.) (92.6%)
- Information about academic majors and minors and how to learn more about an academic discipline, major, and/or career (92.3%)
- Referrals to campus resources for personal, academic, and/or financial concerns (92.1%)
- Information about career, graduate and professional schools, and other post-graduation options and opportunities (91.6%)
- Transfer credit evaluation information (90.9%)

Regarding student-to-advisor engagement, the vast majority (98%) of respondents preferred one-on-one advising appointments; followed by phone (19%), chat-based (17%), web-based (e.g. Skype) (14%), group advising (9%) and 4% provided another type of advising appointment. The “Other” type of advising appointment consisted mostly of students asking for email based academic advising (n = 13). The following is a graph showing the distribution of different preparation methods used by students for their advising appointments (check-all-that-apply.)



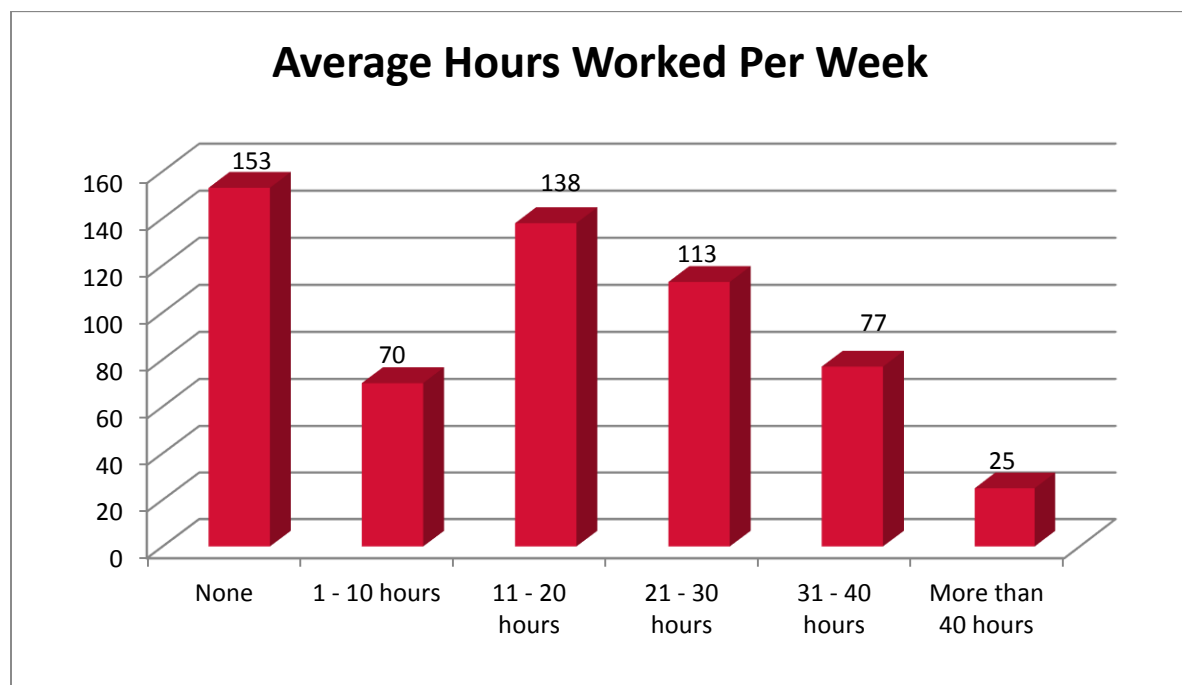
Student Abilities Post Advising Support

As a result of my academic advising appointment,	Strongly Disagree		Disagree		Somewhat Agree		Agree		Strongly Agree		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
I know how to track my progress toward degree completion and select courses that meet degree requirements.	15	3.7%	23	5.7%	75	18.5%	156	38.4%	137	33.7%	406
I know how to explore my academic and career interests.	13	3.2%	32	8.0%	77	19.2%	155	38.7%	124	30.9%	401
I know more about how my skills, interests, and abilities impact my choice of major(s) and career(s)	17	4.2%	39	9.7%	91	22.6%	133	33.0%	123	30.5%	403
I know how and where to seek support to enhance my academic skills as well as study and time management strategies.	18	4.5%	36	8.9%	93	23.1%	140	34.7%	116	28.8%	403
I am more knowledgeable about campus resources, services, and opportunities.	20	5.0%	42	10.4%	94	23.3%	129	32.0%	118	29.3%	403
I know how to seek out information about getting involved in research, study abroad, internships, and community service.	31	7.7%	53	13.2%	99	24.6%	108	26.8%	112	27.8%	403
I am more aware of academic policies, procedures and deadlines and know how to keep track of them.	19	4.8%	41	10.3%	89	22.3%	137	34.3%	114	28.5%	400
As a result of my meeting, I have an increased sense of academic purpose.	16	4.0%	42	10.4%	72	17.9%	144	35.7%	129	32.0%	403
I have a deeper understanding of how college can help me achieve my goals.	14	3.5%	39	9.8%	79	19.8%	137	34.3%	131	32.8%	400
I have an increased confidence in my abilities as a student.	14	3.5%	39	9.7%	76	18.9%	139	34.6%	134	33.3%	402

When asked about the impact of an academic advising appointment, 54.6% of students agreed or strongly agreed that they learned how to seek out information about getting involved in research, study abroad, internships and community service. 61.3% of students agreed or strongly agreed that they are more knowledgeable about campus resources, services, and opportunities as a result of their academic advising appointment. In descending order, the abilities most students agreed or strongly agreed that they acquired from their academic advising appointments are as follows (% of students who agreed or strongly agreed):

- How to track my progress toward degree completion and select courses that meet degree requirements (72.2%)
- How to explore my academic and career interests (69.6%)
- Increased confidence in my abilities as a student. (67.9%)
- Increased sense of academic purpose (67.7%)
- Have a deeper understanding of how college can help me achieve my goals (67.0%)
- Know more about how my skills, interests, and abilities impact my choice of major(s) and career(s) (63.5%)
- Know how and where to seek support to enhance my academic skills as well as study and time management strategies (63.5%)
- More aware of academic policies, procedures and deadlines and know how to keep track of them (62.8%)

While students experienced an increased sense of academic purpose and interest, many students are balancing work and school simultaneously. 32.3% of respondents work an average of 21-40 hours a week. 4.3% said that they work over 40 hours per week and 37.3% respondents say they work more than 20 hours a week.



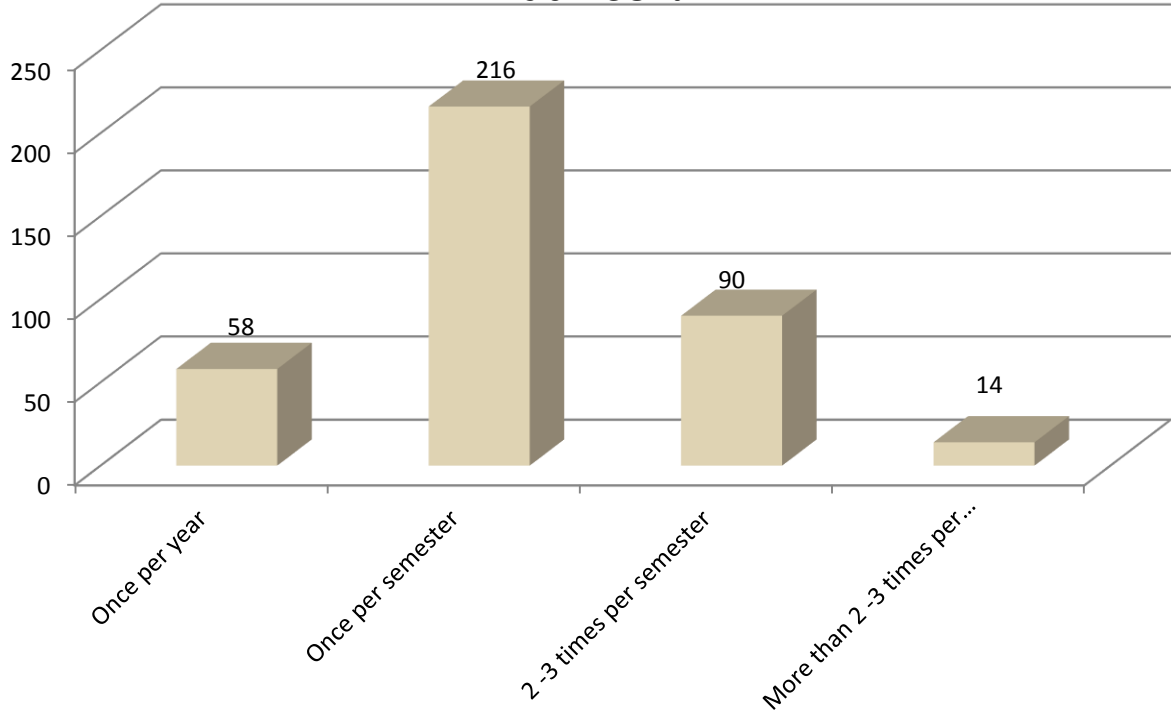
Satisfaction with Advising Interaction

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	14	3.4%	28	6.8%	122	29.8%	221	53.9%	25	6.1%	410
My advisor is a good listener.	11	2.7%	24	5.9%	105	25.6%	254	62.0%	16	3.9%	410
My advisor respects my individual perspectives, goals, and needs.	11	2.7%	23	5.6%	101	24.8%	251	61.5%	22	5.4%	408
My advisor demonstrates an interest in me and my success.	17	4.2%	28	6.8%	109	26.7%	237	57.9%	18	4.4%	409
My advisor set aside an adequate amount of time for me when we met.	15	3.7%	27	6.6%	111	27.1%	238	58.0%	19	4.6%	410
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	16	3.9%	27	6.6%	113	27.6%	216	52.8%	37	9.0%	409
My advisor was friendly, courteous, and easy to talk to.	13	3.2%	22	5.4%	99	24.3%	261	64.1%	12	2.9%	407
Overall, I am pleased with the academic advising I have received.	21	5.1%	32	7.8%	112	27.5%	233	57.1%	10	2.5%	408

83.7% of the students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 80.4% agreed or strongly agreed that “My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.” The qualities most students agreed or strongly agreed that their advisors have are:

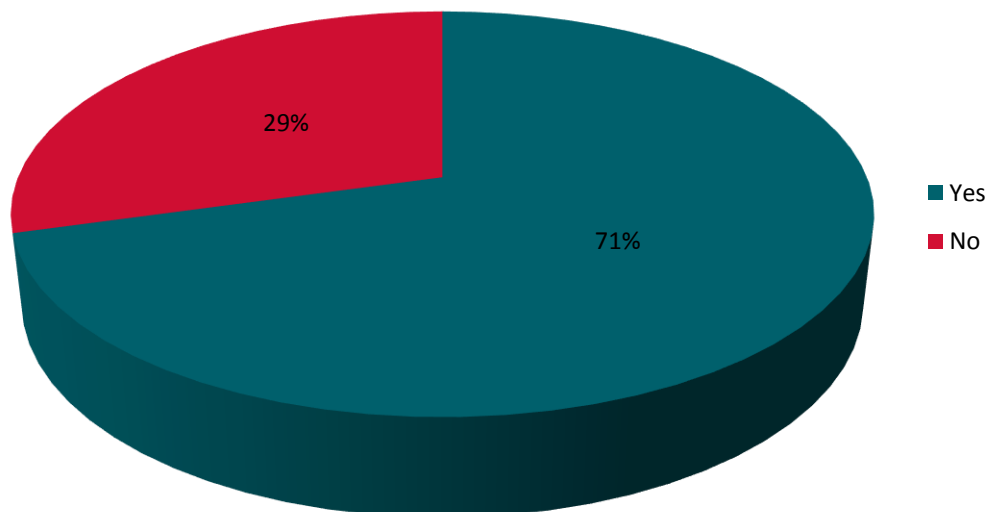
- Friendly, courteous, and easy to talk to (88.5%)
- Good listener (87.6%)
- Respects my individual perspectives, goals, and needs (86.3%)
- Sets aside an adequate amount of time for me when we met (85.1%)
- Demonstrates an interest in me and my success (84.6%)

How often should students be required to see an advisor?



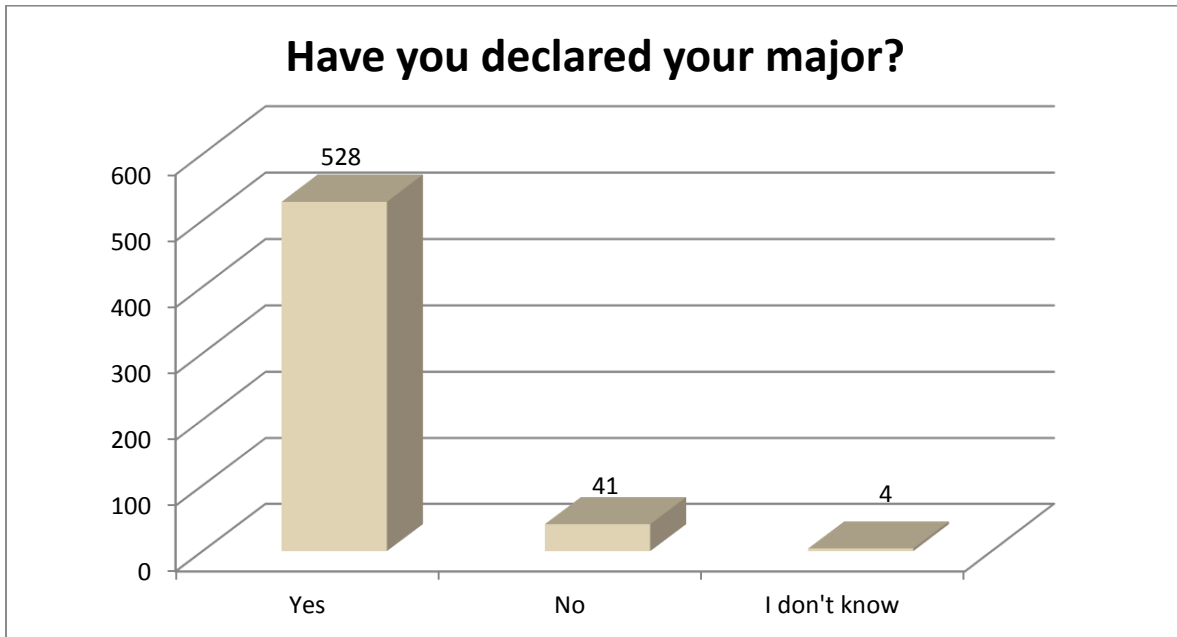
57.1% of respondents thought students should be required to see an advisor once per semester. 23.8% of respondents thought students should see an advisor two to three times a semester and 15.3% thought students should see an advisor once per year. In the pie chart below, 71% (n = 380) of respondents thought academic advising should be mandatory and 29% (n = 158) did not.

Should academic advising be mandatory?

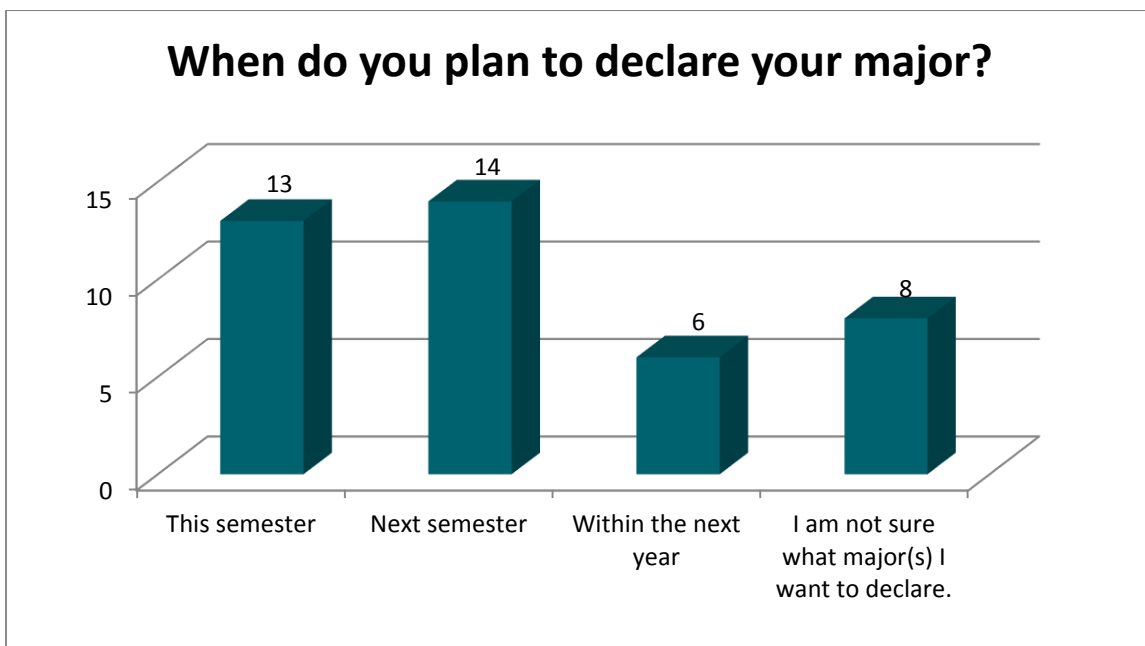


Major Declaration

Out of 569 respondents, 92.8% stated that they have already declared a major. 7% of respondents have not declared a major and 4 do not know if they have or have not declared one.

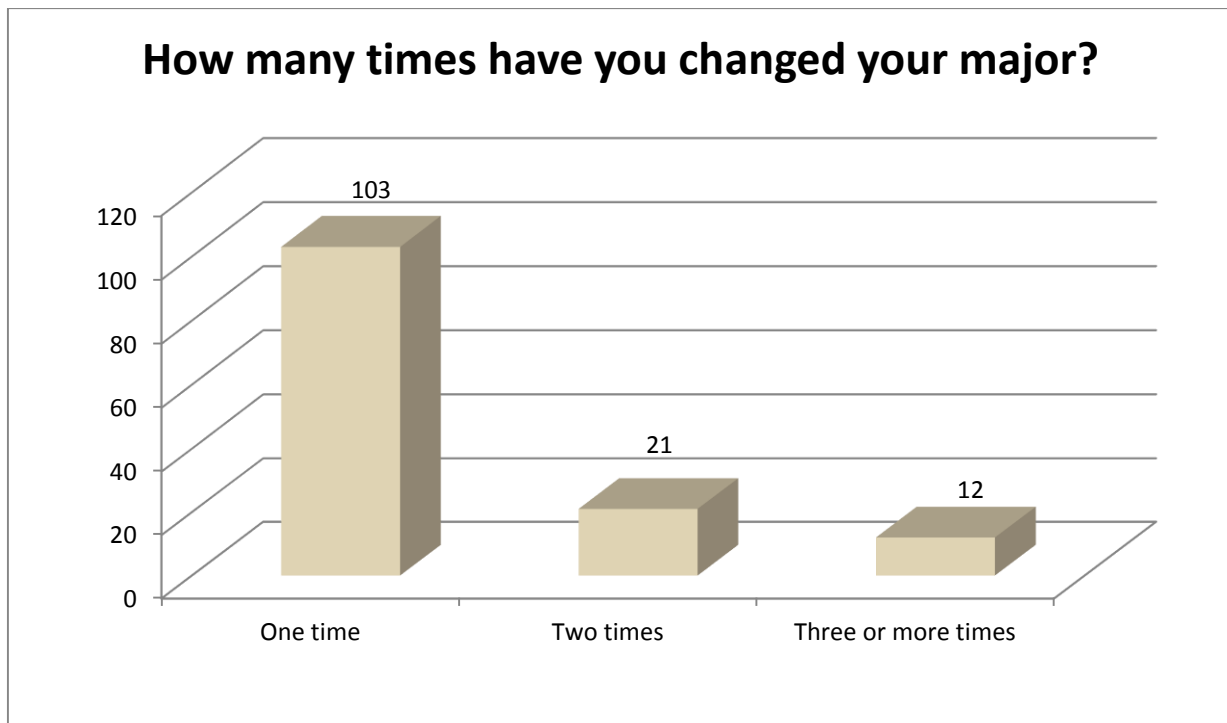
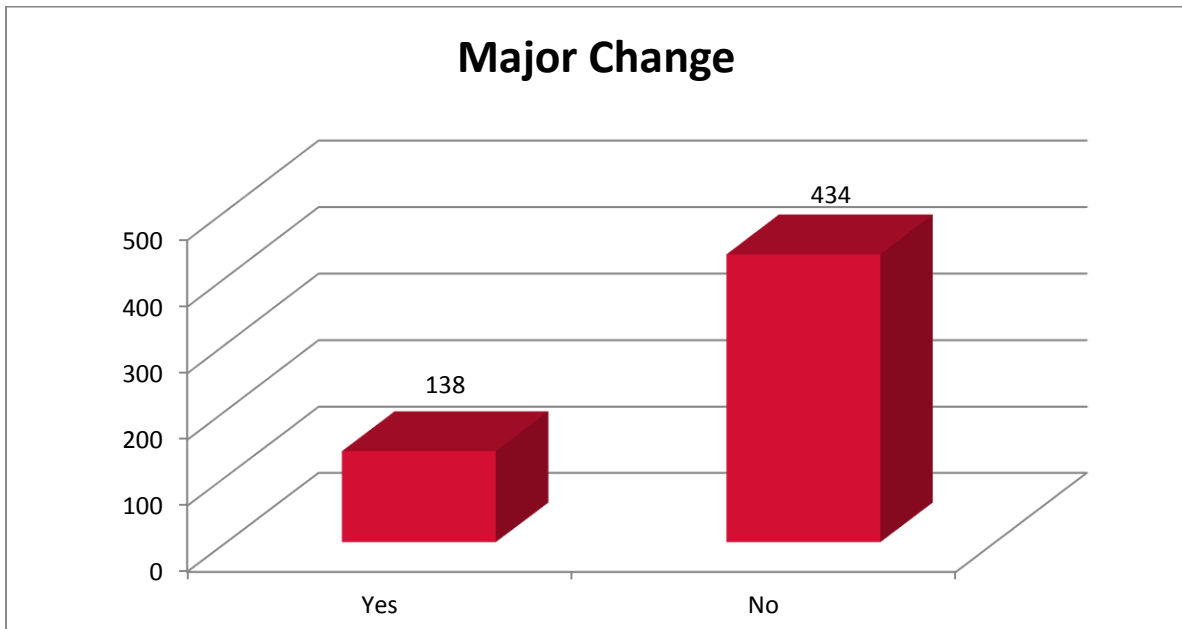


Out of the 41 respondents that had not declared a major, 31.2% (n = 13) said that they would declare a major within the current semester and 48.8% (n = 20) said that they would declare a major either next semester or within the following academic year. 8 students are unsure of what subject they'd like to major in.



Major Change

24.1% (n = 138) of respondents said that they have changed their major since starting classes at Rutgers-Camden. 23.9% (n = 33) of students who have changed their major, changed more than once.



Satisfaction with Advising Interaction – Honors College

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	3	2.4%	3	2.4%	40	32.5%	74	60.2%	3	2.4%	123
My advisor is a good listener.	4	3.3%	3	2.4%	33	26.8%	82	66.7%	1	.8%	123
My advisor respects my individual perspectives, goals, and needs.	4	3.3%	2	1.6%	35	28.7%	80	65.6%	1	.8%	122
My advisor demonstrates an interest in me and my success.	4	3.3%	5	4.1%	32	26.0%	82	66.7%	0	0.0%	123
My advisor set aside an adequate amount of time for me when we met.	4	3.3%	8	6.5%	29	23.6%	82	66.7%	0	0.0%	123
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	3	2.5%	5	4.1%	35	28.7%	77	63.1%	2	1.6%	122
My advisor was friendly, courteous, and easy to talk to.	5	4.1%	3	2.4%	26	21.1%	88	71.5%	1	.8%	123
Overall, I am pleased with the academic advising I have received.	6	4.9%	5	4.1%	33	26.8%	79	64.2%	0	0.0%	123

92.7% of the Honors students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 91.8% of Honors students who responded either agreed or strongly agreed that “My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.” The qualities most Honors students agreed or strongly agreed that their advisors have are:

- Respects my individual perspectives, goals, and needs (94.3%)
- Good listener (93.5%)
- Easy to contact and is responsive by phone/email (92.7%)
- Demonstrates an interest in me and my success (92.7%)
- Friendly, courteous, and easy to talk to (92.7%)

Satisfaction with Advising Interaction – CCAS

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	6	2.3%	21	8.2%	77	30.1%	135	52.7%	17	6.6%	256
My advisor is a good listener.	5	2.0%	13	5.1%	68	26.6%	159	62.1%	11	4.3%	256
My advisor respects my individual perspectives, goals, and needs.	4	1.6%	18	7.1%	60	23.6%	158	62.2%	14	5.5%	254
My advisor demonstrates an interest in me and my success.	8	3.1%	19	7.4%	69	27.0%	150	58.6%	10	3.9%	256
My advisor set aside an adequate amount of time for me when we met.	6	2.3%	18	7.0%	78	30.5%	142	55.5%	12	4.7%	256
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	10	3.9%	17	6.7%	74	29.0%	135	52.9%	19	7.5%	255
My advisor was friendly, courteous, and easy to talk to.	6	2.4%	13	5.1%	68	26.8%	161	63.4%	6	2.4%	254
Overall, I am pleased with the academic advising I have received.	11	4.3%	20	7.8%	75	29.4%	144	56.5%	5	2.0%	255

82.8% of CCAS students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 82.0% of CCAS students who responded either agreed or strongly agreed that “My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.” The qualities most CCAS students agreed or strongly agreed that their advisors have are:

- Friendly, courteous, and easy to talk to (90.2%)
- Good listener (88.7%)
- Sets aside an adequate amount of time when we meet (85.9%)
- Respects my individual perspectives, goals, and needs (85.8%)
- Demonstrates an interest in me and my success (85.5%)

Satisfaction with Advising Interaction – School of Business (UG)

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	4	4.8%	3	3.6%	27	32.5%	45	54.2%	4	4.8%	83
My advisor is a good listener.	2	2.4%	8	9.6%	20	24.1%	52	62.7%	1	1.2%	83
My advisor respects my individual perspectives, goals, and needs.	2	2.4%	2	2.4%	29	34.9%	48	57.8%	2	2.4%	83
My advisor demonstrates an interest in me and my success.	4	4.8%	6	7.2%	24	28.9%	47	56.6%	2	2.4%	83
My advisor set aside an adequate amount of time for me when we met.	4	4.8%	8	9.6%	18	21.7%	53	63.9%	0	0.0%	83
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	3	3.6%	3	3.6%	24	28.9%	44	53.0%	9	10.8%	83
My advisor was friendly, courteous, and easy to talk to.	3	3.6%	8	9.6%	13	15.7%	58	69.9%	1	1.2%	83
Overall, I am pleased with the academic advising I have received.	4	4.9%	10	12.2%	19	23.2%	48	58.5%	1	1.2%	82

86.7% of Business students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 81.9% of Business students who responded either agreed or strongly agreed that “My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.” The qualities most Business students agreed or strongly agreed that their advisors have are:

- Respects my individual perspectives, goals, and needs (92.8%)
- Good listener (86.7%)
- Easy to contact and is responsive by phone/email (86.7%)
- Demonstrates an interest in me and my success (85.5%)
- Sets aside an adequate amount of time when we meet (85.5%)

Satisfaction with Advising Interaction – School of Nursing (UG)

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	1	4.5%	0	0.0%	7	31.8%	13	59.1%	1	4.5%	22
My advisor is a good listener.	1	4.5%	0	0.0%	8	36.4%	13	59.1%	0	0.0%	22
My advisor respects my individual perspectives, goals, and needs.	1	4.5%	1	4.5%	5	22.7%	15	68.2%	0	0.0%	22
My advisor demonstrates an interest in me and my success.	1	4.5%	1	4.5%	5	22.7%	15	68.2%	0	0.0%	22
My advisor set aside an adequate amount of time for me when we met.	1	4.5%	1	4.5%	4	18.2%	15	68.2%	1	4.5%	22
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	1	4.5%	1	4.5%	5	22.7%	14	63.6%	1	4.5%	22
My advisor was friendly, courteous, and easy to talk to.	1	4.5%	0	0.0%	6	27.3%	15	68.2%	0	0.0%	22
Overall, I am pleased with the academic advising I have received.	1	4.5%	0	0.0%	7	31.8%	14	63.6%	0	0.0%	22

90.9% of Nursing students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 86.4% of Nursing students who responded either agreed or strongly agreed that “My advisor indicates if s/he doesn’t know the answer to something and we work together to find the answer.” The qualities most Nursing students agreed or strongly agreed that their advisors have are:

- Good listener (95.5%)
- Friendly, courteous, and easy to talk to (95.5%)
- Easy to contact and is responsive by phone/email (90.9%)
- Respects my individual perspectives, goals, and needs (90.9%)
- Demonstrates an interest in me and my success (90.9%)

Satisfaction with Advising Interaction – University College

Please describe your satisfaction with your recent advising interaction(s).	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		N/A		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	Count
My advisor is easy to contact and is responsive by phone/email.	3	6.1%	4	8.2%	11	22.4%	28	57.1%	3	6.1%	49
My advisor is a good listener.	3	6.1%	3	6.1%	9	18.4%	30	61.2%	4	8.2%	49
My advisor respects my individual perspectives, goals, and needs.	4	8.2%	2	4.1%	7	14.3%	30	61.2%	6	12.2%	49
My advisor demonstrates an interest in me and my success.	4	8.3%	2	4.2%	11	22.9%	25	52.1%	6	12.5%	48
My advisor set aside an adequate amount of time for me when we met.	4	8.2%	0	0.0%	11	22.4%	28	57.1%	6	12.2%	49
My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.	2	4.1%	6	12.2%	10	20.4%	23	46.9%	8	16.3%	49
My advisor was friendly, courteous, and easy to talk to.	3	6.3%	1	2.1%	12	25.0%	27	56.3%	5	10.4%	48
Overall, I am pleased with the academic advising I have received.	5	10.2%	2	4.1%	11	22.4%	27	55.1%	4	8.2%	49

79.6% of University College students surveyed either agreed or strongly agreed to the statement “My advisor is easy to contact and is responsive by phone/email. 67.3% of University College students who responded either agreed or strongly agreed that “My advisor indicates if s/he doesn't know the answer to something and we work together to find the answer.” The qualities most University College students agreed or strongly agreed that their advisors have are:

- Friendly, courteous, and easy to talk to (81.3%)
- Easy to contact and is responsive by phone/email (79.6%)
- Sets aside an adequate amount of time when we meet (79.6%)
- Good listener (79.6%)
- Respects my individual perspectives, goals, and needs (75.5%)