

# DATA & ACTION 2021

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ACADEMIC ADVISING SURVEY



# STUDY CONTEXT

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- Analyzed a subset of the Spring 2021 Academic Advising Survey
  - Administered 3/10/21 – 4/7/21 online via Qualtrics
  - 24% response rate (approximately 2x the response rate of other campus surveys)
  - **Respondents were representative of the East Bay undergraduate population (by race, gender, first gen, Pell-eligibility, college, etc.)**
- Initiated as part of the Chancellor Office's 2021 Data Analytics Certificate Program
  - Team of eleven faculty and staff, co-chaired by Luz Calvo and Saleem Gilmore

# TWO QUESTIONS EXAMINED

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- Question 43 of the Advising Survey:
  - Why have you not visited with an academic advisor in the past year?
- Question 44 of the Advising Survey:
  - How can academic advisors create a relationship with you to better support your educational and career goals?

# RESPONDENT PROFILE OF QUESTIONS 43 AND 44

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- 303 students indicated they did not see an academic advisor within the past year
  - 29% were classified as freshmen at their entry to CSUEB and 71% were classified as transfers
  - 46% URM (i.e., Black, Latinx, Native American)
  - 68% first-generation
  - 34% Pell-eligible

# RESPONDENT PROFILE BY RACE

## Q43 AND Q44 OF THE ADVISING SURVEY

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Race	Respondents to Qs 43 & 44 %	Spring 21 Undergrad Population %
Latinx	40%	38%
Asian	23%	23%
White	16%	15%
Black	6%	10%
International	6%	5%
Unknown	4%	4%
Multi-race	3%	5%
Hawaiian/PI	2%	1%

# RESPONDENT PROFILE BY COLLEGE Q43 AND Q44 OF THE ADVISING SURVEY

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College Affiliation	% of Respondents
CSCI	38%
CLASS	33%
CBE	25%
CEAS	4%
UNI	< 1%

# RESPONDENT PROFILE BY CLASS LEVEL Q43 AND Q44 OF THE ADVISING SURVEY

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Class Level	% of Respondents
Frosh	3%
Soph	6%
Junior	45%
Senior	46%

# WHY HAVE YOU NOT VISITED WITH AN ADVISOR THIS YEAR?

Reason	% of Respondents
“Blank Response”	21%
Difficulty with scheduling process	20%
A meeting was unneeded	18%
Conflicting or busy schedules	9%
Negative past experiences	7%
Advisor didn’t respond to me	6%
Unaware I should meet with an advisor	6%
COVID-19 complications	5%
Other ( <i>e.g., procrastination, prefer in person, etc.</i> )	5%
Uncomfortable with advisor	2%
I get shuffled around	1%



# ADDITIONAL FINDINGS

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- There was no disproportionate response among race, Pell status, or college re: why students did not see an academic advisor (i.e., URM vs. non-URM, Pell-eligible vs. not eligible, and college affiliation reported equal percentages)
- Respondents who indicated an advising meeting was unneeded were likely to state they had to find all course/degree information on their own
- The biggest disparity in responses emerged between **first-gen and non-first-gen** students related to identifying “Difficulty with the scheduling process” as a reason for not meeting with an advisor
  - 73% of those who indicated they had difficulty with the scheduling process were first-gen

# HOW CAN ADVISORS ESTABLISH A RELATIONSHIP WITH YOU TO SUPPORT YOUR GOALS?

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Action	% of Respondents
Outreach	32%
“Blank Response”	31%
Provide clear/accurate information	7%
Compassion	6%
Other ( <i>e.g., warm handoff, persistent follow-up, etc.</i> )	5%
Simplify the process to make appointments	5%
Increase accessibility to connect/meet	4%
Don't know	4%
Communicate the value of a meeting	3%
Respond to communications in a timely manner	2%

# THE IMPORTANCE OF OUTREACH

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- 73% of students who indicated proactive outreach by advisors could help establish a stronger relationship with them were **first-gen**.
- 58% of students who indicated they were not aware they should meet with an advisor stated they wanted further outreach from their advisor
- 41% of students who indicated they did not need to meet with an advisor within the past year still expressed a desire for advisors to reach out to them

# TAKEAWAYS

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- Proactive outreach is the most important action the institution can take to enhance the relationship between students and advisors (even for those students who indicated they are able to navigate their course/degree roadmap on their own)
- Junior and senior students (90% of all respondents) are those who are most likely to have not seen an advisor within the last year
- First-gen students are disproportionately impacted by what they experience as the inefficient process of making an advising appointment and the lack of outreach to schedule a time to meet