Academic Advising

Student Experience

Capturing the student voice to ensure quality and consistent academic advising across advising centers.

Findings are based on the 518 responses to the UAA Academic Advising Student Experience Survey (response rate = 12.4%).

The survey was administered to participants of 4,167 academic advising appointments recorded through either UAOnline iAdvise or Banner between October 26 and December 4, 2015.

UNIVERSITY OF ALASKA ANCHORAGE
STUDENT AFFAIRS

By the Numbers

88.8% described their academic advising appointment as being of excellent or good quality.

87.1%
Scheduled appointment with little or no difficulty.

88.0%
Had questions or concerns addressed by advisor.

87.1%
Advisor was knowledgeable about subject discussed.

90.9%
Advisor communicated in a respectful manner.

STRENGTHS

"Rachel was fantastic and had the answers to my questions before I even asked. She helped me pick the most effective path both for my current degree goal and future goals."

Personable & Knowledgeable

Advisors are personable, knowledgeable, and readily able to answers students' questions.

Proactive in Seeking Answers

New advisors are proactive in seeking out answers to questions they didn't readily know.

Long Term Academic Planning

Advisors demonstrate a culture of care and support long term academic planning with students.

WEAKNESSES

Complex Scheduling Process

The process to schedule an appointment is difficult and the wait to meet with an advisor is lengthy.

Inconsistent Experiences

Students report inconsistent experience across advisors and advising centers. Students will have a positive experience one time and a negative experience another, or vice versa.

Rushed Advising

Students feel rushed and that they receive the same information from advisors that is provided online.

OPPORTUNITIES

23% Email Advising

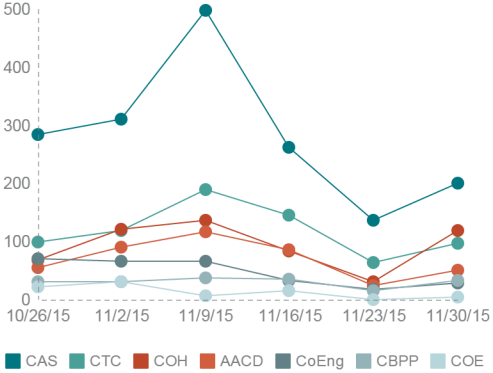
Leverage email advising to meet demand; students like that they can access an advisor via email and receive a response quickly.

Reporting Consistency

Create consistency in the process of recording advising sessions and definitions for those interactions.

Students' Stories

Students find advising worthwhile, wish they had done it sooner, and frequently return to meet with the same advisor.



THREATS

"I could not make an appointment with the correct advisor she kept shuttling my emails to a different advisor however that different advisor even though he wasn't the advisor from my major was totally awesome to me."

Connecting with Appropriate Advisor

Students find it difficult to learn who their advisor is or connect with the appropriate advisor.

Negative Experiences

Students' prior negative advising experiences are discouraging for future support and utilization of advising services.

DegreeWorks

DegreeWorks is often seen as a replacement for meeting with an advisor.

TAKE AWAYS

Connections

Students see value in advising. Share success stories. Be proactive in building connections early and continuously. Relationships can make the difference.

Methods

Distinguish between self-service tools and value-added advising. Instill value in each method. Leverage email and alternative forms of academic advising.

Quality

Recognize best practices among high performing advisors.

Consistency

Create student centered and consistent reporting processes across advising centers.