

## ***Summary Remarks***

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The University Student Senate has been working diligently on an initiative to evaluate the need for an Advising Center for the College of Arts & Sciences. We spoke with numerous people on campus including students, department chairs, administrators and deans, and recently conducted a comprehensive advising survey to aid us in this endeavor. In the course of our efforts, we found that an Advising Center is something that both students and faculty believe is a necessary addition to the CAS.

The survey we compiled was sent to the entire College of Arts & Sciences at the end of March. After a two-week period, 647 students responded. The responding students held a fairly equal distribution amongst the four undergraduate classes. In addition, there was representation from each of the majors within CAS. The survey results are included; however, we would like to point out a few key findings that we believe highlight the importance and urgency of an Advising Center for the College of Arts & Sciences.

When students were asked to clarify their current relationship with their faculty advisors [Q.4], 44% of the respondents described these relationships as “functional,” described as, “I met with my faculty advisor to obtain my pin for registration and to handle administrative matters.” Students also commented that the top three reasons for contacting their faculty advisors were registration (18%), course sequence (15%) and general advising (15%) [Q.38]. Though these are extremely important and essential topics for academic advising, these topics do not fulfill the goal of the advisor-advisee relationship as outlined by Saint Joseph’s University.

Students were also asked to name the topics for which they would consider contacting an advising center [Q.39]. The top three results yielded students contacting an advising center for registration (16%), quick questions (14%), and general advising (14%). When asked about topics such as in-depth conversation, personal questions and career path discussions, students did not believe a center would be appropriate. Since the survey results illustrate that students would desire to contact their advisors for the customary reasons that an advising center could provide them, adding a center may present the opportunity to establish the meaningful relationships intended by the faculty advising program.

Another important statistic that we would like to emphasize is the question regarding freshman seminars [Q.40]. When asked if students had their advisor as their freshman seminar teacher, 57% of respondents said no. This statistic does not reflect the mission of a freshman seminar in the CAS, which includes that every freshman would benefit if their advisor were their freshman seminar teacher.

One of the most important questions on the survey was whether the students believed that adding a CAS Advising Center would be beneficial. [Q.52- See responses for additional comments] 44% said yes, 38% said maybe, and 17% said no. The majority of students who replied “yes” were extremely excited about the idea of a center. The majority of the “maybes” commented that they thought it would be beneficial to have an advising center as an additional resource in the event that they could not reach their faculty advisor. Most students who answered, “no” said they wouldn’t want a center because they didn’t understand what an advising center was. However, once a center is implemented, students would be educated about its resources and consequently, we believe that many of the “no” responses would shift to “yes.”

An advising center for the College of Arts and Sciences would coincide with Initiative I of Plan 2010 which calls on the University to, “...demand excellence in student academic achievement and calls on the University to expand and strengthen the advising system for all students to assure accurate curricular advice and awareness of opportunities in the curriculum.”

The University Student Senate recognizes the urgency for creating this vehicle for student success and passed a resolution on April 14, 2008 supporting the implementation of an advising center in CAS as soon as possible. Though we recognize that the University is currently undertaking numerous projects at this time, we also must acknowledge that current Arts and Sciences students are being denied an important aspect of academia without a center. Therefore, we, the University Student Senate, as the representatives of the student body, request that the Administration seriously consider implementing an advising center into the College of Arts & Sciences as soon as possible.

Thank you for your consideration and for your time. Please see the attached documents for more information, and contact the University Student Senate with any further questions.

Sincerely,  
The University Student Senate  
Hollyanne Pronko '09, Student Body President  
Matthew Salkovitz '11, Initiative Chair, Senator

RESOLUTION – in other document

## Survey Results

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### Q1. Gender:

Count	Percent	
192	29.68%	Male
455	70.32%	Female
647		Respondents

### Q2. Primary major:

Count	Percent	
73	11.28%	Biology
23	3.55%	Chemistry
23	3.55%	Economics
62	9.58%	Education
80	12.36%	English
16	2.47%	Fine & Performing Arts
12	1.85%	Foreign Languages & Literatures
40	6.18%	Health Services
31	4.79%	History
34	5.26%	Mathematics & Computer Science
5	0.77%	Philosophy
3	0.46%	Physics
47	7.26%	Political Science
78	12.06%	Psychology
38	5.87%	Sociology
3	0.46%	Theology
79	12.21%	Other
647		Respondents

### Q3. Class:

Count	Percent	
193	29.83%	Freshman
133	20.56%	Sophomore
159	24.57%	Junior
158	24.42%	Senior
4	0.62%	5th year
647		Respondents

### Q4. Which of the following statements best describes your relationship with your faculty advisor?

Count	Percent	
15	2.32%	I have had no contact with my faculty advisor.
68	10.51%	Minimal: I have had as little contact as possible with my faculty advisor.
290	44.82%	Functional: I met with my faculty advisor to obtain my

**Q4. Which of the following statements best describes your relationship with your faculty advisor?**

Count	Percent	
		PIN for registration and to handle administrative matters (e.g., signature on a form).
146	22.57%	Proactive: I went beyond what was required and sought out my faculty advisor to discuss educational opportunities, interests, concerns, etc.
128	19.78%	Meaningful: I established a relationship with my faculty advisor that I find rewarding. My advisor knows me as an individual.
647		Respondents

**Q5. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is accessible and easy to reach.**

Count	Percent	
147	26.39%	Strongly agree
194	34.83%	Agree
118	21.18%	Slightly agree
41	7.36%	Slightly disagree
31	5.57%	Disagree
26	4.67%	Strongly disagree
557		Respondents

**Q6. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor gives me as much time as needed when we talk.**

Count	Percent	
168	30.16%	Strongly agree
227	40.75%	Agree
90	16.16%	Slightly agree
38	6.82%	Slightly disagree
22	3.95%	Disagree
12	2.15%	Strongly disagree
557		Respondents

**Q7. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor encourages me to contact him/her for help.**

Count	Percent	
164	29.44%	Strongly agree
166	29.80%	Agree
98	17.59%	Slightly agree

**Q7. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor encourages me to contact him/her for help.**

Count	Percent	
56	10.05%	Slightly disagree
46	8.26%	Disagree
27	4.85%	Strongly disagree
557		Respondents

**Q8. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor takes a personal interest in me (e.g., my goals, my academic progress, my experience at SJU, etc.).**

Count	Percent	
148	26.57%	Strongly agree
146	26.21%	Agree
128	22.98%	Slightly agree
56	10.05%	Slightly disagree
39	7.00%	Disagree
40	7.18%	Strongly disagree
557		Respondents

**Q9. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is a good listener and is easy to talk with.**

Count	Percent	
206	36.98%	Strongly agree
151	27.11%	Agree
106	19.03%	Slightly agree
42	7.54%	Slightly disagree
24	4.31%	Disagree
28	5.03%	Strongly disagree
557		Respondents

**Q10. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is knowledgeable and gives me accurate information about programs of study, course requirements, etc.**

Count	Percent	
181	32.50%	Strongly agree
175	31.42%	Agree
92	16.52%	Slightly agree
43	7.72%	Slightly disagree

**Q10. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is knowledgeable and gives me accurate information about programs of study, course requirements, etc.**

Count	Percent	
35	6.28%	Disagree
31	5.57%	Strongly disagree
557		Respondents

**Q11. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is accessible and easy to reach.**

Count	Percent	
398	71.45%	Very important
134	24.06%	Important
23	4.13%	Moderately important
2	0.36%	Slightly important
0	0.00%	Not at all important
557		Respondents

**Q12. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor gives me as much time as needed when we talk.**

Count	Percent	
333	59.78%	Very important
175	31.42%	Important
44	7.90%	Moderately important
5	0.90%	Slightly important
0	0.00%	Not at all important
557		Respondents

**Q13. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor encourages me to contact him/her for help.**

Count	Percent	
274	49.19%	Very important
181	32.50%	Important
79	14.18%	Moderately important
18	3.23%	Slightly important
5	0.90%	Not at all important
557		Respondents

**Q14. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor takes a personal interest in me (e.g., my goals, my academic progress, my experience at SJU, etc.).**

Count	Percent	
313	56.19%	Very important
176	31.60%	Important
54	9.69%	Moderately important
13	2.33%	Slightly important
1	0.18%	Not at all important
557		Respondents

**Q15. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is a good listener and is easy to talk with.**

Count	Percent	
341	61.22%	Very important
176	31.60%	Important
34	6.10%	Moderately important
6	1.08%	Slightly important
0	0.00%	Not at all important
557		Respondents

**Q16. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor is knowledgeable and gives me accurate information about programs of study, course requirements, etc.**

Count	Percent	
447	80.25%	Very important
93	16.70%	Important
15	2.69%	Moderately important
2	0.36%	Slightly important
0	0.00%	Not at all important
557		Respondents

**Q17. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this quality to be in a faculty advisor: - Through my relationship with my faculty advisor, I have developed a better understanding of the rationale/philosophy of the GER and Business curriculum.**

Count	Percent	
73	13.11%	Strongly agree
149	26.75%	Agree
163	29.26%	Slightly agree

**Q17. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this quality to be in a faculty advisor: - Through my relationship with my faculty advisor, I have developed a better understanding of the rationale/philosophy of the GER and Business curriculum.**

Count	Percent	
64	11.49%	Slightly disagree
62	11.13%	Disagree
46	8.26%	Strongly disagree
557		Respondents

**Q18. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study.**

Count	Percent	
107	19.21%	Strongly agree
136	24.42%	Agree
135	24.24%	Slightly agree
73	13.11%	Slightly disagree
61	10.95%	Disagree
45	8.08%	Strongly disagree
557		Respondents

**Q19. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor has assisted me in developing goals and an academic plan.**

Count	Percent	
113	20.29%	Strongly agree
150	26.93%	Agree
128	22.98%	Slightly agree
55	9.87%	Slightly disagree
60	10.77%	Disagree
51	9.16%	Strongly disagree
557		Respondents

**Q20. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor helps me to connect with campus resources when appropriate (Learning Resource Center, Counseling Services, etc.).**

Count	Percent	
75	13.46%	Strongly agree
112	20.11%	Agree
167	29.98%	Slightly agree

**Q20. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor helps me to connect with campus resources when appropriate (Learning Resource Center, Counseling Services, etc.).**

Count	Percent	
78	14.00%	Slightly disagree
66	11.85%	Disagree
59	10.59%	Strongly disagree
557		Respondents

**Q21. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor helps me to consider my options and make decisions about my education (selecting elective courses, exploring academic majors/minors, study abroad, etc.).**

Count	Percent	
147	26.39%	Strongly agree
161	28.90%	Agree
111	19.93%	Slightly agree
55	9.87%	Slightly disagree
48	8.62%	Disagree
35	6.28%	Strongly disagree
557		Respondents

**Q22. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - Through my relationship with my faculty advisor, I have developed a better understanding of the rationale/philosophy of the GER and my major program of study.**

Count	Percent	
196	35.19%	Very important
187	33.57%	Important
123	22.08%	Moderately important
45	8.08%	Slightly important
6	1.08%	Not at all important
557		Respondents

**Q23. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study.**

Count	Percent	
238	42.73%	Very important
222	39.86%	Important
75	13.46%	Moderately important

**Q23. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor considers my personal abilities, talents, and interests when advising me about courses or programs of study.**

Count	Percent	
18	3.23%	Slightly important
4	0.72%	Not at all important
557		Respondents

**Q24. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor has assisted me in developing goals and an academic plan.**

Count	Percent	
293	52.60%	Very important
183	32.85%	Important
62	11.13%	Moderately important
18	3.23%	Slightly important
1	0.18%	Not at all important
557		Respondents

**Q25. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor helps me to consider my options and make decisions about my education (selecting elective courses, exploring academic majors/minors, study abroad, etc.).**

Count	Percent	
320	57.45%	Very important
176	31.60%	Important
50	8.98%	Moderately important
10	1.80%	Slightly important
1	0.18%	Not at all important
557		Respondents

**Q26. For each of the following indicate 1) your level of agreement with the statement, and 2) how important you believe this characteristic to be in a faculty advisor: - My faculty advisor helps me to connect with campus resources when appropriate (Learning Resource Center, Counseling Services, etc.).**

Count	Percent	
193	34.65%	Very important
189	33.93%	Important
114	20.47%	Moderately important
46	8.26%	Slightly important
15	2.69%	Not at all important
557		Respondents

**Q27. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Selecting courses**

<b>Count</b>	<b>Percent</b>	
93	17.16%	Very much
133	24.54%	Quite a bit
158	29.15%	Somewhat
104	19.19%	Very little
50	9.23%	Not at all
4	0.74%	Not applicable
542		Respondents

**Q28. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Considering options for study abroad**

<b>Count</b>	<b>Percent</b>	
25	4.61%	Very much
55	10.15%	Quite a bit
75	13.84%	Somewhat
89	16.42%	Very little
135	24.91%	Not at all
163	30.07%	Not applicable
542		Respondents

**Q29. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Considering internship opportunities and/or connecting with career development**

<b>Count</b>	<b>Percent</b>	
35	6.46%	Very much
61	11.25%	Quite a bit
79	14.58%	Somewhat
83	15.31%	Very little
172	31.73%	Not at all
112	20.66%	Not applicable
542		Respondents

**Q30. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Considering independent study or independent research**

<b>Count</b>	<b>Percent</b>	
44	8.12%	Very much
56	10.33%	Quite a bit
63	11.62%	Somewhat
65	11.99%	Very little
176	32.47%	Not at all

**Q30. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Considering independent study or independent research**

Count	Percent	
138	25.46%	Not applicable
542		Respondents

**Q31. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Understanding requirements for graduation**

Count	Percent	
119	21.96%	Very much
134	24.72%	Quite a bit
117	21.59%	Somewhat
76	14.02%	Very little
72	13.28%	Not at all
24	4.43%	Not applicable
542		Respondents

**Q32. Please indicate the extent to which you have relied on your faculty advisor for each of the following: - Considering majors and/or minors that best fit your interests and will help you to meet your goals**

Count	Percent	
100	18.45%	Very much
138	25.46%	Quite a bit
106	19.56%	Somewhat
59	10.89%	Very little
104	19.19%	Not at all
35	6.46%	Not applicable
542		Respondents

**Q33. Overall, how satisfied were you with your advising experience with your faculty advisor?**

Count	Percent	
140	25.83%	Very satisfied
188	34.69%	Satisfied
80	14.76%	Slightly satisfied
48	8.86%	Slightly dissatisfied
48	8.86%	Dissatisfied
38	7.01%	Very dissatisfied
542		Respondents

**Q34. What are your faculty advisor's major strengths or best features?**

Count	Percent	
434	100.00%	

**Q34. What are your faculty advisor's major strengths or best features?**

Count	Percent
434	Respondents

**Q35. What could your faculty advisor do to improve the quality of his/her advising?**

Count	Percent
415	100.00%
415	Respondents

**Q36. Would you recommend your faculty advisor to other students?**

Count	Percent	
405	74.72%	Yes (please explain):
137	25.28%	No (please explain):
542		Respondents

**Q37. What are your expectations for academic advising?**

Count	Percent
442	100.00%
442	Respondents

**Q38. For what purposes do/would you use a faculty advisor? (Check all that apply)**

Count	Respondent %	Response %	
510	93.24%	18.57%	Registration questions
207	37.84%	7.54%	Troubleshooting
163	29.80%	5.94%	In depth conversation
168	30.71%	6.12%	Personal questions
426	77.88%	15.51%	Course sequence
73	13.35%	2.66%	Web & paper resources
393	71.85%	14.31%	Career path discussions
357	65.27%	13.00%	Quick questions
428	78.24%	15.59%	General advising
21	3.84%	0.76%	Other (please specify)
547			Respondents
2746			Responses

**Q39. For what purposes do/would you use an advising center? (Check all that apply)**

Count	Respondent %	Response %	
362	66.18%	16.07%	Registration questions
253	46.25%	11.23%	Troubleshooting

**Q39. For what purposes do/would you use an advising center? (Check all that apply)**

Count	Respondent %	Response %	
79	14.44%	3.51%	In depth conversation
105	19.20%	4.66%	Personal questions
298	54.48%	13.23%	Course sequence
211	38.57%	9.37%	Web & paper resources
280	51.19%	12.43%	Career path discussions
319	58.32%	14.16%	Quick questions
318	58.14%	14.11%	General advising
28	5.12%	1.24%	Other (please specify)
547	Respondents		
2253	Responses		

**Q40. Was/is your freshman seminar teacher also your advisor?**

Count	Percent	
154	28.31%	Yes
310	56.99%	No
80	14.71%	Not sure
544	Respondents	

**Q41. Who do you go to when you cannot meet with your advisor?**

Count	Percent	
73	13.42%	No one
205	37.68%	Another professor in my department
67	12.32%	One of my current professors
73	13.42%	Roommate/friend
24	4.41%	Web
9	1.65%	Department Advising Coordinator
40	7.35%	Department Chair
53	9.74%	Other (please specify)
544	Respondents	

**Q42. How many times/semester have you visited your advisor during the following years? - Freshman year**

Count	Percent	
173	31.80%	1-2
198	36.40%	3-4
88	16.18%	5-6
52	9.56%	7+
33	6.07%	Not applicable
544	Respondents	

**Q43. How many times/semester have you visited your advisor during the following years? - Sophomore year**

Count	Percent	
174	31.99%	1-2
114	20.96%	3-4
41	7.54%	5-6
32	5.88%	7+
183	33.64%	Not applicable
544		Respondents

**Q44. How many times/semester have you visited your advisor during the following years? - Junior year**

Count	Percent	
121	22.24%	1-2
70	12.87%	3-4
34	6.25%	5-6
30	5.51%	7+
289	53.13%	Not applicable
544		Respondents

**Q45. How many times/semester have you visited your advisor during the following years? - Senior year**

Count	Percent	
70	12.87%	1-2
33	6.07%	3-4
10	1.84%	5-6
14	2.57%	7+
417	76.65%	Not applicable
544		Respondents

**Q46. How many times/semester have you visited Fr. Moore during the following years? - Freshman year**

Count	Percent	
199	36.58%	1-2
27	4.96%	3-4
3	0.55%	5-6
1	0.18%	7+
314	57.72%	Not applicable
544		Respondents

**Q47. How many times/semester have you visited Fr. Moore during the following years? - Sophomore year**

Count	Percent	
139	25.55%	1-2
27	4.96%	3-4

**Q47. How many times/semester have you visited Fr. Moore during the following years? - Sophomore year**

Count	Percent	
4	0.74%	5-6
2	0.37%	7+
372	68.38%	Not applicable
544		Respondents

**Q48. How many times/semester have you visited Fr. Moore during the following years? - Junior year**

Count	Percent	
94	17.28%	1-2
18	3.31%	3-4
9	1.65%	5-6
1	0.18%	7+
422	77.57%	Not applicable
544		Respondents

**Q49. How many times/semester have you visited Fr. Moore during the following years? - Senior year**

Count	Percent	
46	8.46%	1-2
10	1.84%	3-4
6	1.10%	5-6
2	0.37%	7+
480	88.24%	Not applicable
544		Respondents

**Q50. Are you aware of the HSB Center for Advising?**

Count	Percent	
47	8.64%	Yes, and I have visited there
178	32.72%	Yes, but I have not visited there
319	58.64%	No
544		Respondents

**Q51. How many times have visited the HSB Center for Advising?**

Count	Percent	
31	67.39%	1-2
6	13.04%	3-4
6	13.04%	4-5
3	6.52%	6 or more
46		Respondents

**Q52. Do you see an added benefit for a CAS advising center?**

Count	Percent	
239	44.34%	Yes (please explain)
206	38.22%	Maybe (please explain)
94	17.44%	No (please explain)
539		Respondents

**Q53. Would you visit an advising center in the CAS?**

Count	Percent	
212	39.33%	Yes
270	50.09%	Maybe
57	10.58%	No
539		Respondents

**Q54. In general, have your advising needs been met?**

Count	Percent	
336	62.34%	Yes (please explain)
100	18.55%	No (please explain)
103	19.11%	Not sure
539		Respondents

**Q55. Please enter your email address if you wish to be entered into the drawing for a chance to win prizes for completing the survey. Please note that this information will only be used for the purposes of the drawing.**

Count	Percent	
529	100.00%	E-mail address:
529		Respondents

## ***Additional Student Comments***

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### **Q34. What are your faculty advisor's major strengths or best features?**

- Knew a lot of information about outside of school (transfer, professional jobs and so on)
- Allows time to talk, doesn't hurry the process
- Always available and very knowledgeable
- Very easy to speak with. Straight forward and honest. Takes time to get to know the names of her advisees and knows some personal information without needing to be prompted.
- Was able to give me the advice I sought when I came and offer some advice as to what courses to take.
- Assisted me in several situations where scheduling conflicts needed to be worked out
- Available and devoted to students
- Both of my advisers here were in tune with me as a person and as a student. They made the effort to try and understand me and I believe because of that they have been spectacular advisers.
- Easy to talk to. Offers time to meet with you. Offers advice. Plans which courses I will take in terms of going abroad and back at SJU, but is willing (if the major lets it) to switch courses around.
- goes beyond his duties! He gives advice before I even ask, answers emails extremely quickly, and is very helpful!
- Allows time to talk, doesn't hurry the process
- Always available and very knowledgeable
- Good listener and sees the connections between what you want and how to get there. good at his field, knows how to use resources, connects with people who know other areas
- He cared about me more than just my schoolwork and classes, I was going through a hard time emotionally and financially and he was there to help in any way that he could. He made me feel comfortable and made me feel like I could go to him.
- Very easy to speak with. Straight forward and honest. Takes time to get to know the names of her advisees and knows some personal information without needing to be prompted.
- Was able to give me the advice I sought when I came and offer some advice as to what courses to take.

### **Q35. What could your faculty advisor do to improve the quality of his/her advising?**

- After first semester I feel like we lost touch. I wish he would have kept up the friendly reminder emails and such!
- Allow for more time when scheduling appointments, be more upfront about what needs to be completed for the major possibly provide some sort of time table
- As a freshman, I had to figure out a lot for myself, they were not helpful in explaining GERs.
- Ask people to come in just to talk about their future plans.
- Be a bit more organized. He often will say he will email me a link, or get me a contact list for a project, but does not follow through.

Everything. I have two advisors, and neither was accessible or helpful at all. I got no personal attention from either, and when I would make a pressing effort to meet with them, I never got a response back. I have blindly made it through my freshman year knowing nothing about minors, studying abroad, and other options I may have with my major. In order to improve the quality of their advising, they NEED to be accessible, and make an attempt to know me.

**Q35. What could your faculty advisor do to improve the quality of his/her advising? (Cont'd)**

- Explain the G.E.R. better
- Give more information. I often went there for a simple question and she would just give a simple answer. It was always a quick visit. I would like her to give me more options.
- Have more hours and more flexible hours
- I wish she would have let me know some options earlier about switching majors and helped get me involved in more opportunities so I could explore which major I want to pick.
- I wish that the advisors were knowledgeable about more than just their particular field. While I understand that bio majors get bio professors (I guess?) if you have other interests outside your major, they do not seem to be of much help. I think it would improve the quality of the advising if they were trained to have more general and broad base knowledge, about second majors, study abroad, and taking classes in interim, over the summer, and at other schools. These are all things I asked about, but had to go find information elsewhere.
- Make communication more fluid; allow for other office hours to meet outside of the 15 minutes of advising we sign up for if we were to need it. Have a sort of profile on me as an overall student rather than just a file of my grades.
- A better knowledge of the Honors Program.
- More e-mail communication.
- The only contact I have with her is when I need my PIN. When I bring questions to her she has no idea the answer and doesn't care to know. She needs to care more.

**Q37. What are your expectations for academic advising?**

- A consistent place where anyone can go for actual advising and career guidance for life beyond undergraduate schooling.
- Having someone who is readily available to discuss academic possibilities and progress, plus any problems you might be having with the school's academic system. A general knowledge of GER, classes, and the major, in addition to availability and willingness to help
- A general knowledge of GER, classes, and the major, in addition to availability and willingness to help
- A person who is aware of what I need to take. How to balance that with other courses in my major as well as my GERs. Making sure that I am making proper progress with both my GER and Major and that I have a balance of such courses.
- To know all the information to help you select classes. Be knowledgeable about all the requirements for classes and things directed to my major. To be approachable and helpful. To know what he or she is talking about.
- A guide that helps prepares the student for a smooth transition from school to its next journey. Makes sure the student is meeting the requirements of the university and suggesting other activities to enhance their resume.
- Advising should be complimentary to the education process - I am less concerned about what is to come after college as I am about getting the most out of what I do at St. Joe's - advisors should be, of course, helping in their functional capacity, but also should be passionate about the GER, Mission, student's activities and achievements, etc. They should be willing to serve as a tutor, a sounding board, and a guide.

- Availability during designated office hours, timely response to email questions An advisor should be knowledgeable in General Ed Requirements as well as Major requirements; should know the student of an individual level (knowing if they switched into the major, if they are taking a math with 2 course requirements or a Spanish with 3 course requirements), should know if the student can fulfill minor requirements if they choose; should know possible career paths or paths of further education and how to prepare for those paths with the classes and opportunities offered at SJU
- General guidance as to what courses to select, how many I'd need to graduate, etc. Willing to discuss other matters in depth (i.e. internships, study abroad)
- Having someone who is readily available to discuss academic possibilities and progress, plus any problems you might be having with the school's academic system. A general knowledge of GER, classes, and the major, in addition to availability and willingness to help
- A person who is aware of what I need to take. How to balance that with other courses in my major as well as my GERs. Making sure that I am making proper progress with both my GER and Major and that I have a balance of such courses.
- Help pick courses, talk about career goals, and be a counselor when it comes to academic concerns and even outside of class work, but as whole, collegiate concerns.
- To know all the information to help you select classes. Be knowledgeable about all the requirements for classes and things directed to my major. To be approachable and helpful. To know what he or she is talking about.

## **Q52. Do you see an added benefit of a CAS Advising Center?**

### **Yes (please explain)**

- A central location that's open all the time would be a help to students who have trouble scheduling times to meet with advisors
- A central point for general questions and questions outside the department would be beneficial
- A way to get answers to more general questions while considering a major change
- Absolutely! CAS needs to have a place beside the Student Service Center where students can pick up forms and ask quick, general advising questions. This will help all CAS students (hopefully) and freshmen in particular become better acquainted with the registration process.
- Acts as a support when personal advisor is not available
- Advisors would be less bogged down with general questions and could spend more time getting to know their advisees and answering in depth questions. An advising center would be a place to go for a quick response to a quick question rather than having to play email tag for a week and figuring out your life an hour before you register (which can be a very stressful situation)
- Advisors are always busy and are difficult to contact especially during registration.
- Advisors don't have time to meet with every student. There should be a SEPERATE place and time for this because students are NOT getting the attention they need.
- Answering quick questions instead of trying to coordinate a time with advisor
- As part of the CAS, I feel we get shafted or swept over to the side as not as important as the HSB. We're just as confused and lost and in need of professional advice, so I think the university should give us the same resources.
- Definitely. I think there is a need for a more general, broad based source of knowledge on more of the majors, and other important questions. Sometimes an expert on the major you are currently in is not enough. Also, there is no recourse at the moment for information if you for some reason cannot turn to your current academic advisor. I think this would make a huge difference and my life, and be a very big deal to incoming freshmen.

- For those of us who did not have a successful advisor/advisee relationship.
- I feel like a CAS advising center would help people with careers. It seems like SJU has more of an interest and looks out for their business students and not their CAS students.
- I feel this Univ. caters too much to the School of Business! CAS students feel left out and abandoned by the University
- I know many, many people who had advisers that would never answer e-mails, even simply to get their pin numbers; I also know that many times advisers misinterpret the GER requirements, such as the social science and art lit requirements, so it would be nice to have someone else who can really keep you on track
- I think it would benefit freshmen who have a lot of electives to feel out other options within the CAS; example pick up another major or minor
- I think that a CAS advising center would be a great resource for students to use when they have questions about GERs, course sequencing, and questions about major requirements. I also think it would be an asset if this advising center had PIN numbers in case advisors cannot be reached during registration.

**Maybe (please explain)**

- A CAS advising center might be beneficial in the instance that I could not get in touch with my advisor.
- A center would provide a place to go and receive advising help when faculty advisors are out of reach.
- Any more help would be good
- Because it all really depends on the student and what they are trying to get out of the center. If they want to benefit I feel they will. If they go and want people to just do everything for them they won't.
- I've never used a resource other than my advisor
- Depends if enough people know about it.
- For others maybe, me no.
- For those students who are not as fortunate as I am and do not have effective advisors as I do, I think the advising center would be beneficial. However, another solution would be to ensure that every student be assigned to an adequate advisor. Those advisors who are not doing their job correctly should be reprimanded. I think the advising center might actually serve as an incentive for some advisors to slack off because they know that if students need help then they can just go there. But the students need the help regardless so in the end I do think it is a good thing.
- help with course selection
- I am not sure. I would have to hear more about what they would offer.
- I am truthfully not sure what this center would be but it sounds like it would be a great opportunity for additional help.
- I can see the benefit of having the option of a CAS advising center, especially during times when your personal advisor may be unavailable. However, since I have yet to visit the center myself, I can't give a completely knowledgeable answer regarding its usefulness for myself personally.
- I don't know what a CAS advising center is.
- I feel it would be good in the sense that a lot of freshmen and sophomores change their major and/or program this would provide them with a neutral place to discuss major questions.
- If a student's advisor is not very accessible, a CAS advising center could help them with course selections.
- If I couldn't find my advisor, it would be helpful.

- If it were readily available and could be accessed efficiently for quick questions which would otherwise waste advisor's time.
- If it will provide additional resources to CAS students, such as networking options to assist with career placement, then yes.
- If students know about it would give advisors more free time for specific questions instead of general classes and GER stuff

**No (please explain)**

- Any additional advising (notices, etc.) could be through current advisers/ other department members.
- Personal advisor can address most concerns
- I think that it would be more beneficial to better inform the professors that are already advisors of the standards to which they are held.
- I don't see as the current advising system is a fully utilized resource.
- Don't know what it is
- Don't know what that is
- I am not sure what this is?
- I am unaware as to what this center is.
- I am unsure what a CAS advising center is.
- I don't fully understand what the advantages of the CAS advising center
- I don't know anything about the Advising center, but it probably helps you pick a major or something, and I believe I'm on the right track with that.
- I think it will be similar to the faculty advisor's job.
- I think that it would be more beneficial to better inform the professors that are already advisors of the standards to which they are held.
- I would prefer to ask a specific person with whom I have had a class or have formed a closer advising Relationship questions regarding classes, etc. rather than going to a general advising center.
- Don't know what it's for
- Individual advisors can tell you all you need to know. It is simply that advisors choose not engage with their advisees when they meet. They provide the bare minimum, expecting that their advisees know what questions to ask.
- My department advisor does a fine job, and perhaps the resources could be used on something different.
- My personal advisor is enough.
- No not necessary at all and would never ever go. All I need is my pin and the web.
- No, I feel that having a faculty advisor should be enough.
- Nope
- Not sure what it is.
- Not sure what this is.
- Personal advisors are enough.
- Students have so many resources already
- Students need to take responsibility for any failures on the part of making a connection with their advisor. If they want that, they should go to another professor who will give it to them. Creating a triage based advising center like a high school guidance office won't rectify the situation.

**Q54. In general, have your advising needs been met?**

**Yes (please explain)**

- I have been helped to the full extent when I was in need.
- Any questions I have had my advisor has always answered for me in a timely manner. And she has gone above and beyond what is required or expected.
- I know my career path and I always pick classes without much trouble.
- If my advisor has been unavailable, professors in my department have been very helpful in advising me, and professors in my major who have taught me have always taken the time to speak with me to find out my goals/objectives, give me advice, and publicize events I might be interested in.
- Through the help of other professors in the department my needs have been met, but with great frustration and time spent.
- Yes, the only thing that could be improved is more emphasis on finding summer internships.

**No (Please explain)**

- My advisor took a semester off and didn't even notify the students. She has never given substantial advice about course and has given me promises of getting back yet still I haven't heard from her in months.
- I would say no, mainly because I have been assigned a new advisor every year and it has only made things more frustrating. Once I had established a good relationship with my advisor he/she would end up leaving the next year only to have me assigned to a temporary professor that knew they would only be there for 1-2 semesters at max.
- I still am unsure of the classes I need for graduation, my major, and many aspects to my academic career.
- My advisor does not know about honors, and was no help in selecting GER classes and little help with major classes.
- Never felt welcome enough and comfortable to actually discuss academic matters with advisor. Simply used my advisor to receive pin number.
- No, I feel lost a lot of times and have to constantly seek out help through current professor and other students or I just take matters into my own hands, blindly.

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