Advising Pilot Student Survey Results

February 28, 2020

The Institutional Research team has been involved in a multi-faceted evaluation of the advising pilot during the 2019-2020 school year. This document provides an overview of the results of the student survey conducted in November 2019.

Methodology

The survey was developed by the Institutional Research team in collaboration with Vicki Domina, Administrative Director of Advising. On 11/17/2019, a link to the survey was emailed to the 427 students who were part of the advising pilot and a comparison group of 1822 students. The comparison group was comprised of all undergraduate students in their first term at SCC who were declared in a program of study (i.e., not including dual-credit or visiting/undeclared students). Reminders were sent to students who had not responded on 11/24/2019 and 12/01/2019; the survey closed on 12/02/2019.

In the pilot group 84 students completed all or part of the survey (a response rate of 19.7%). In the comparison group 363 students completed all or part of the survey (a response rate of 19.9%).

Results

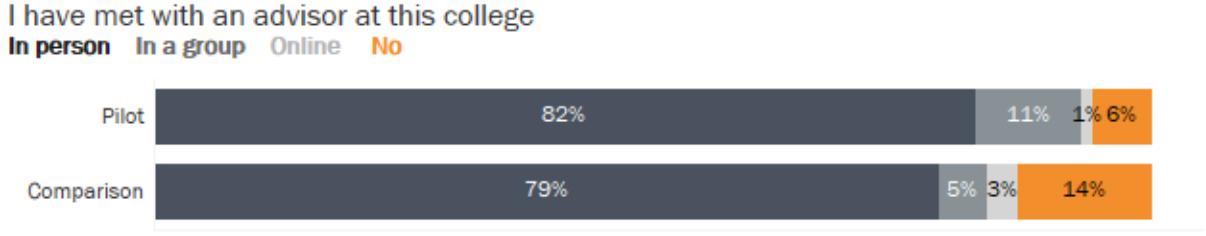
In most cases, the results focus on showing the difference between responses by the pilot and comparison groups on the full range of questions asked. Group differences based on academic preparedness, demographics, and SCC student characteristics are available in the *Institutional Outcomes* document.

The pattern of results were highly consistent. Pilot students had more contact with their advisors and – for every question – reported being more satisfied, having more understanding, and feeling more confident as a result of their advising experience than comparison group students. Comparison students either skipped or responded with a neutral response more frequently than pilot students on most questions. The detailed results follow.

Contact with advisors

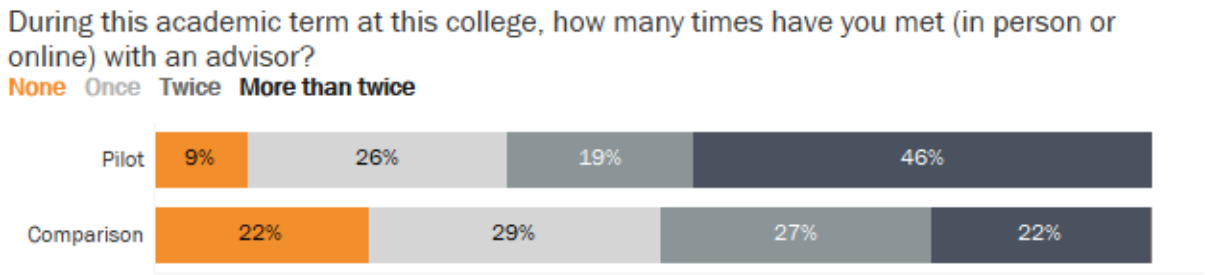
Figure 1 shows that students in the pilot group were more likely to have met with an advisor in one way or another than those in the comparison group (though the difference was not statistically significant at p=.051).

Figure 1



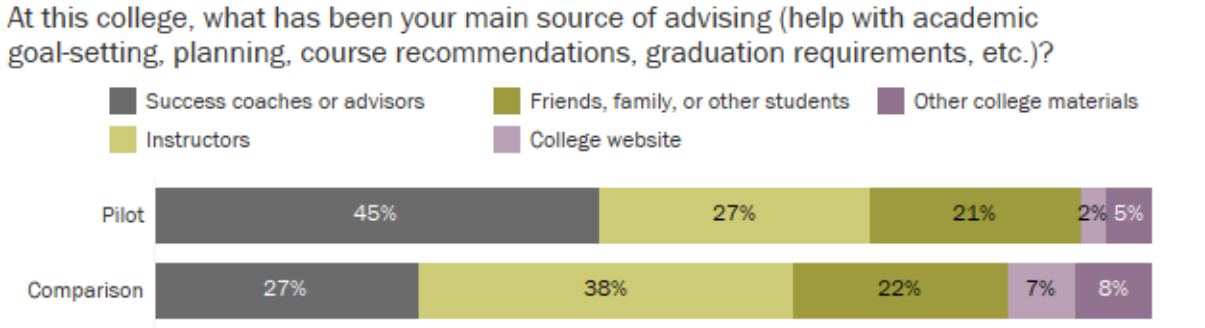
Similarly, pilot students reported meeting with their advisors more frequently than comparison students (Figure 2). More specifically, nearly half of pilot students (46%) reported meeting with their advisor more than twice compared to 22% of comparison students (p<.001).

Figure 2



As shown in Figure 3, pilot students were more likely than comparison students to say that *success coaches or advisors* were the main source of advising (45% and 27% respectively; p<.001).

Figure 3



Outreach preferences

One of the challenges in connecting with students is knowing how to get in touch with them. There was no clear consensus to which email address students would prefer advisors to use. As shown in Figure 4, nearly half would prefer SCC advisors use their personal email account (47%), one-third would prefer their SCC email account (33%), and the others had no preference (20%).

When asked if they would prefer to be contacted by email or text message, a larger proportion of students indicated that email was their preferred option (58%) though a large number had no preference (21%; Figure 5). Please note that the survey was distributed via email, which likely skewed the results in favor of emails. This result should be interpreted with caution.

Figure 4

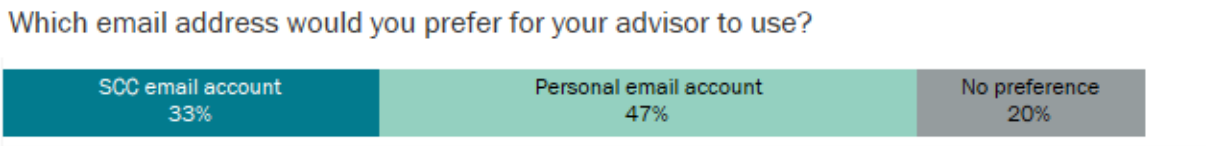
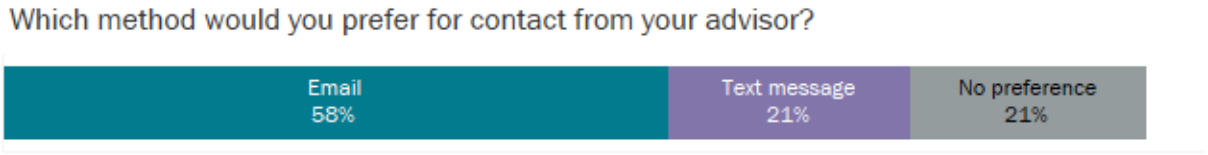


Figure 5

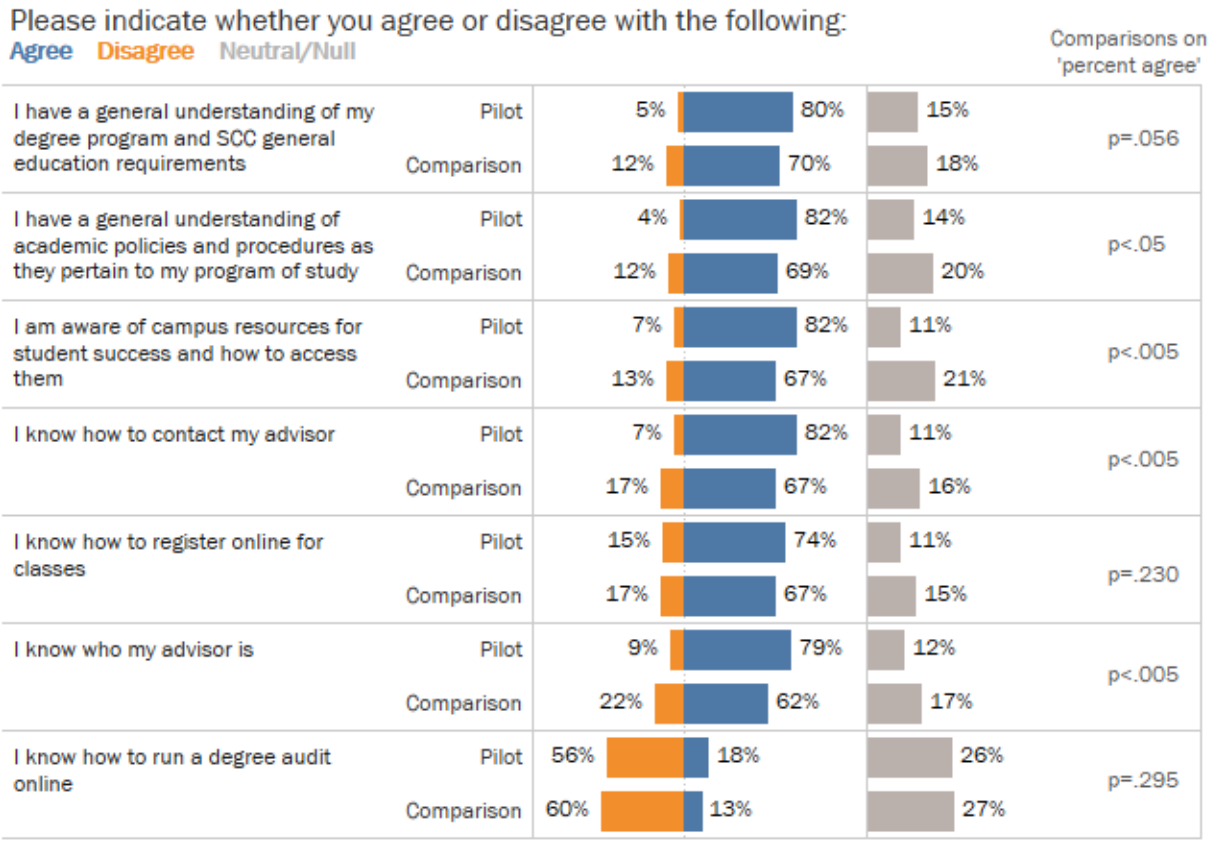


Awareness of advising

The series of questions provided in Figure 6 focused on the advising basics. For every question, pilot students were more likely to agree; comparison students were more likely to disagree, provide no response, or have no opinion. The biggest gaps were with "I know how to contact my advisor" (82% of pilot and 67% of comparison group agree) "I know who my advisor is" (79% and 62% respectively), "I have a general understanding of academic policies and procedures as they pertain to my program of study" (82% and 69% respectively). More than half of all students indicated they do not know how to run a degree audit (56% of pilot and 60% of comparison group disagreed with statement).

During an initial review of the results, the advisors reported that a degree audit is not actually called 'degree audit' in WebAdvisor, which likely contributed to the low number of positive responses.

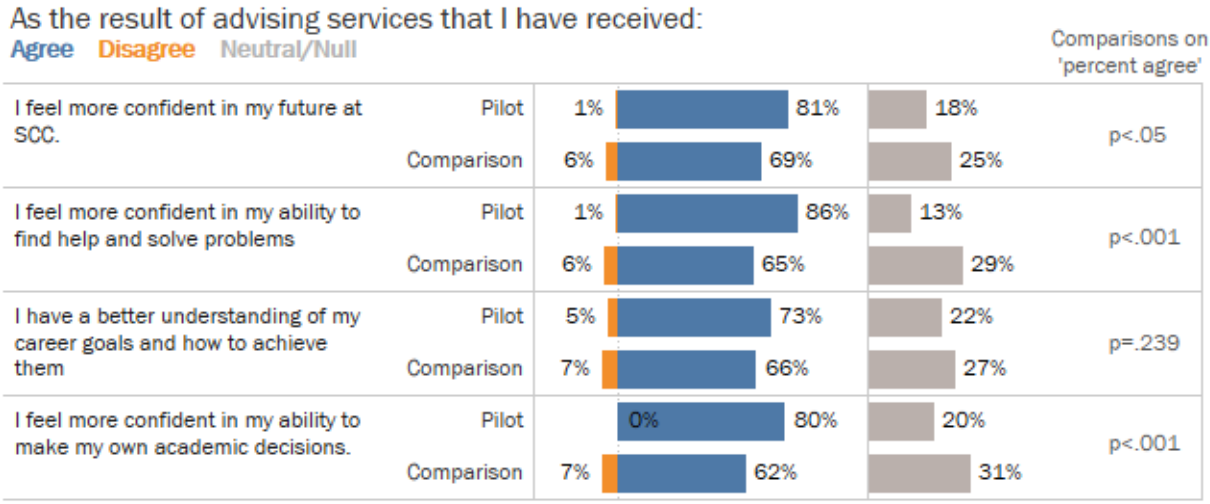
Figure 6



Impact of advising

The series of questions summarized in Figure 7 asked students to indicate the impact of the advising they received. In each case, the pilot students indicated feeling more confident or having a better understanding than the comparison group students. The largest gap between the groups was on "I feel more confident in my ability to find help and solve problems"; 86% of the pilot group and 65% of the comparison group agreed with the statement.

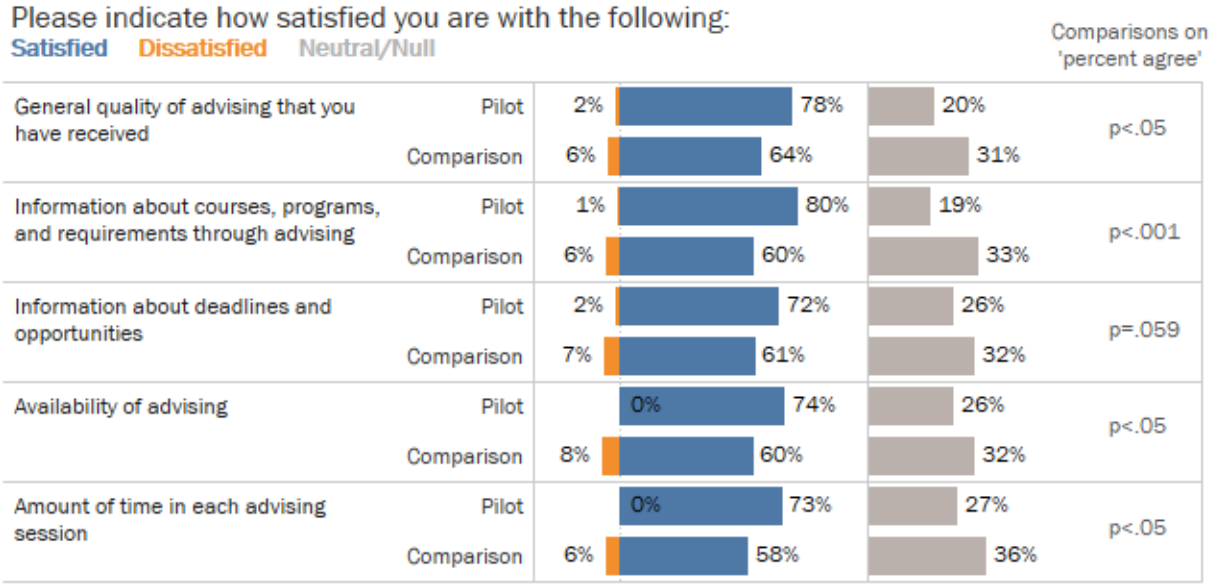
Figure 7



Satisfaction with advising

Figure 8, which summarizes questions about satisfaction with advising, shows a similar pattern of pilot students reporting more satisfaction with all items. The biggest difference was in satisfaction with the *information about courses, programs, and requirements through advising* where 80% of pilot students and 60% of comparison group were satisfied.

Figure 8



Connection to advisor

As shown in Figure 9, the pattern of a higher proportion of positive responses from pilot students continues with each of these items about connection to their advisor. The largest gap between pilot and comparison students was for the item "I would feel comfortable talking with my advisor about personal issues that may or may not pertain to academics"; 65% of the pilot group and 43% of the comparison group agreed with the statement.

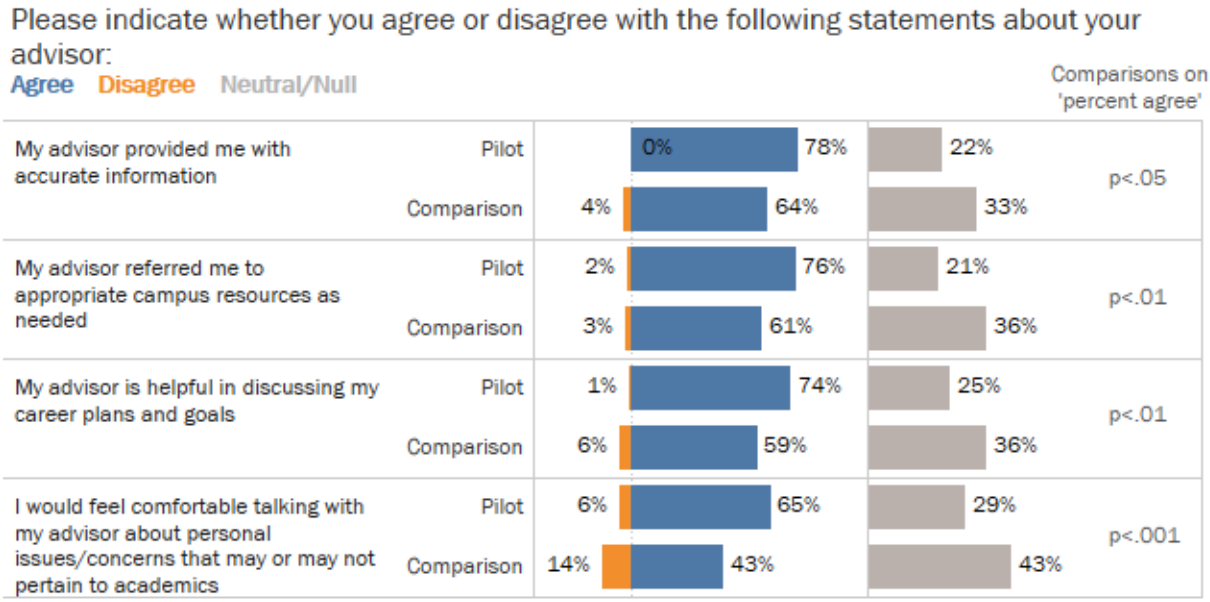



Figure 9