

Proposal to Enhance Academic Advising on Campus

Executive Summary

Research has shown that academic advising can have a significant impact on student persistence and success in college (Light, 2004; Kuh et al., 2006; Pascarella & Terenzini, 2005; Reason, Terenzini, & Domingo, 2005) and the quality of advising is, “the single most powerful predictor of satisfaction with the campus environment for students at 4 year schools (Kuh et al., 2006). Students who interact more frequently with an academic advisor have higher GPA’s and increased knowledge of university policies and resources (Light, 2004; Pascarella & Terenzini, 2005; Reason, et al., 2005). Conversely, poor academic advising can result in student anxiety and frustration (Astin & Astin, 2000).

Additionally, academic advising is related to student satisfaction with an institution. Particularly, advisor availability and approachability were reported as key variables in relation to reported satisfaction (Elliot & Shin, 2002). Student satisfaction is important as it is related to retention (DeShields Jr, Kara, & Kaynak, 2005). Additionally, there is a possible connection between advising and institutional loyalty (Vianden & Barlow, 2015).

Implementing additional policies that could aid in increasing students satisfaction and have subsequent impacts on the retention rate should be considered at Drake University. A push for increased retention of first-year students has led to the creation of several initiatives over the past few years on campus. While these efforts have helped us maintain our relatively strong retention numbers, the overall goals of first-year retention have not been fully met. In particular, this past year saw a decrease in the first-year retention rate by 4%. The five-year average rate for first to second year retention stands at 86.9%, which is a decrease from a high of 87.9%. Implementing the changes outlined in this proposal University-wide will support a proactive approach to advising that positively impacts new students at Drake, no matter their major, and a subsequent positive impact on persistence to graduation in support of the University continuous improvement plan (CIP) goals for 4- and 6-year graduation rates. While the retention of students is vital to fulfilling our promise to the students during their recruitment and prevents the accumulation of unnecessary debt and extra years towards achieving a degree that can result from transferring, there are financial benefits for Drake University. A 1% increase in retention rate yields 7 more students across the entire University, this equates to an additional \$126,000 in revenue per year for 4 or more years, depending on their program of study

In 2015, an advising restructuring proposal was put forward to the Faculty Senate for consideration by the Advising TIG. The development of the Advising TIG proposal was a two-year process that led to a call for a uniform advising model across campus that included:

1. The creation of a Director of Academic Advising position
2. A blended model of advising with faculty mentors and professional staff advisors
3. Promoted education/training for and assessment of faculty advisors

The 2015 model did not move beyond a discussion in Faculty Senate. However, this current proposal utilizes some of the same language, definitions, and ideas that were proposed by the Advising TIG. In January 2020, a Working Group from the College of Arts and Sciences met to

discuss possible enhancements to the advising model to improve student outcomes and increase retention rates. This Working Group developed both short- and long-term solutions that they felt should be considered for university-wide implementation.

The Admissions, Retention, and Financial Aid Faculty Senate Committee received a summary of the Arts and Sciences Working Group report in early 2020. The Admissions, Retention, and Financial Aid Committee met with a member of this Working Group and developed a potential university-wide proposal drawing upon the 2015 Advising TIG and 2020 Arts and Sciences Working Group's suggestions. The Admissions, Retention, and Financial Aid Committee drafted a proposal in March 2020, but the COVID-19 pandemic led to a decision of tabling the proposal. This proposal was reviewed by the Admissions, Retention, and Financial Aid Committee in September, presented to the Department Chairs in October, and has also been shared with the Provost, Deans, Associate Deans, the Council of Academic and Administrative Departments (CAAD), Graduate Council, and faculty members for feedback. After reviewing input from these areas, the Admissions, Retention, and Financial Aid Committee have established the following key recommendations for revising the advising model on campus:

- Each college/school should move toward a blended model of advising (target goal of 2023-2024) utilizing faculty and professional staff advisors to mentor and guide students through their Drake education and professional development.
- Each college/school should incorporate advising into the promotion and tenure process and regularly assess faculty members and staff on advising.
- To support faculty and staff members' development in this area, the University and colleges/schools should provide ongoing professional development/training opportunities for new and continuing advisors.

Current Advising Models on Campus

Since 2011, Drake has operated on the following advising principles:

Drake University strives to provide students with the opportunity to effectively assimilate the many aspects of their educational experiences. Quality advising is characterized by collaborative relationships among faculty, staff, and students that facilitate the development of meaningful personal lives and professional preparation. Advisors assist students in planning their academic careers through activities such as course selection, internship opportunities, and career exploration.

Drake University defines quality advising as interactions that include:

- *Contextualizing the student's professional aspiration(s) within the broader knowledge base represented by the student's program of study. As appropriate, advisors are also knowledgeable about the outcomes of the undergraduate Drake Curriculum as well as the graduate and undergraduate programs in the advisor's College/School.*
- *Promoting discussion and ongoing reflection regarding student academic interests and professional aspirations. Advisors enable students to appreciate how their Drake degree facilitates a range of professional opportunities.*
- *Assisting the student in identifying opportunities for mentorship.*
- *Connecting students to the appropriate campus support systems, as needed, including academic support services, career counseling, international programs, campus counseling services, student disability services, etc.*
- *Challenging students to examine how the many facets of their life intersect (e.g. classroom experience, student life, pre-professional activity, athletics, research, community service).*
- *Encouraging students to take individual responsibility for their educational plan and to be literate in policies that govern their membership within the Drake Community (e.g., academic integrity, student conduct, athletic eligibility, etc.).*

Most Colleges/Schools have incorporated these advising principles into an advising model that focuses on the faculty member serving as the primary source of information and guidance for undergraduate students through a student's time at Drake University. This model has its benefits. The close relationship between faculty and students that develops through the advising relationship is one of the selling points to potential students during the admissions process. However, as noted by many students and faculty during the development of this proposal, there is great variability for students in their advising experiences on campus. The advising load can range from 10-90 students for a single advisor. This range in workload has a significant impact on the amount of time an individual faculty member can spend with an advisee. Additionally, the knowledge and ability of faculty advisors must have the knowledge and ability to guide students

through the AOIs, mentor them toward post-graduate school or work positions, advise on areas outside of their expertise for double majors or minors, and effectively monitor and support students who most greatly need academic help to be retained at the University. Ultimately, this proposal seeks to improve advising on campus. It is believed that the combination of faculty mentors/advisors and professional staff advisors will more effectively provide guidance to students as they progress through and matriculate from the University and move on to their post-graduate lives. If advising is improved on campus, and the students have a better experience and feel more connected to the campus, they are more likely to be retained. We have heard multiple times from University leadership about the importance of admissions and retention for financial stability. An improved advising model could be more attractive to potential students and assist in retaining those students who do enroll at Drake.

Advising in Drake Online

The Drake Online program currently utilizes its own blended advising model. Professional staff advisors are the primary contacts for students enrolled in classes and degree programs. The professional staff advisors are the primary contacts and are used to direct students to the right resources on campus. This provides a comfort level for students and simplifies the advising process. For example, common questions they sometimes receive outside of their advising areas are related to technical support and professional mentoring or internship advice. The professional staff advisor then connects the student to the correct office or to their faculty advisor when the need arises. This advising model has been critical to retention and is seen as an investment in retention. Retention rates for all Drake Online programs are currently above 85%, with some above 90%. The retention rates is attributed, in part, to the advising model and its proactive communication. The professional staff advisors can push out information related to registration, degree process, etc. as necessary. It is set up to be timely and constant and always be a resource for students.

Advising in Professional/Graduate Programs

As with undergraduate advising, there are currently various advising models that exist for the graduate programs. In the College of Pharmacy and Health Sciences (CPHS), the professional programs all have a blended advising model that mixes professional staff advisors with professional faculty mentors.

The proposed blended model of advising does account for professional staff advisors for both graduate and undergraduate students. The factoring in of professional staff advisors for graduate students was done at the macro level, focusing on the number of graduate and undergraduate students within a specific college or school. If this proposal is adopted, it will be up to each individual college or school to determine how to allocate professional staff advisor responsibilities between graduate and undergraduate students.

Arts & Sciences Work Group Recommendations

In January of 2020, a working group met to review and develop recommendations for improving academic advising within the College of Arts and Sciences. As this College is the home to the largest group of undergraduate students on campus, examining the strengths and weaknesses of their academic advising structure and implementing change would significantly impact most of the students on campus. The Working Group identified several strengths and weaknesses of the current system, but ultimately decided that both short and long term changes were necessary to improve the advising experience for students in the College. Their recommendations were:

Long-Term Options

1. Advising by a blended model of professional staff advisors and faculty.

OR

2. Advising by only a smaller, dedicated faculty group that receives release time to absorb more advisees.

Short-Term Options:

1. Creation of a Blackboard Advising Community for all Drake faculty with an advising library of resources about Drake programs and general advising best practices and other resources
2. Creation of a Blackboard Advising page for all Drake students with responsibilities, sources, and questions
3. Creating faculty advising liaisons within departments and programs at the college level
4. Creating standing advisory committees at the college level to understand, develop, and implement best practices
5. Creation of planned initial and continuing faculty training related to advising
6. Developing a method of assessment of faculty advising

Ultimately, no immediate changes were implemented from the College of Arts and Sciences Work Group's proposal. Instead, the proposal was referred to the Admissions, Retention, and Financial Aid Committee for further consideration. The Admissions, Retention, and Financial Aid Committee met with the Working Group Chair and began discussing adopting parts of this plan university-wide. Ultimately, the Admissions, Retention, and Financial Aid Committee determined moving forward with a proposal for a blended advising model across campus was the appropriate next step.

Incorporating the Blended Advising Model

The School of Journalism and Mass Communication (SJMC) and CPHS have already implemented parts or the entirety of a blended advising model. The blended advising model in CPHS includes two professional staff advisors and professional mentoring and advising by faculty members. Advising is assessed on an annual basis through a survey of student perceptions on the ability for an advisor to guide and mentor students through the educational experience. Since the implementation of this model in CPHS, entering first-year (EFR) retention

rates have improved, with the most recent retention rate (2020) being 92.2% (compared to a university average retention rate of 86.1%). In addition, student satisfaction rates with the quality of academic advising, as reported in the Drake Student Survey, have steadily improved. In 2020, 79% of CPHS respondents reported they were satisfied or very satisfied with the quality of academic advising, compared to 67.8% in 2014.

SJMC relies heavily on faculty advisors, although the Dean's Office provides student support as well. To help equip advisors, the SJMC developed a collection of advisor resources, including a list of key contacts for student support services on campus and throughout the community. The School also implemented electronic student records, so faculty were able to access the Success Plans completed by SJMC students facing probation. All faculty completed Starfish training, and they utilized the tool's reporting and appointment scheduling features. This coordination of information was critical to seamlessly serving students as a team. The SJMC faculty also implemented learning community initiatives to build connection to the "SJMC Family." Faculty social media features, in-person networking sessions and special events created meaningful connections. Like CPHS, student satisfaction rates with the quality of academic advising, as reported in the Drake Student Survey, have steadily improved. In 2020, 91% of SJMC respondents reported they were satisfied or very satisfied with the quality of academic advising, compared to 83.5% in 2014. Within the blended advising model, the responsibilities shift and are laid out in the following manner:

<p>Student Role</p> <ul style="list-style-type: none"> • actively engage in education journey • understand campus policies • maintain contact with advisor • ask for assistance related to academic plans • utilize advisors as guides for personal and professional growth • take responsibility for deadlines
<p>Faculty Advisor Role</p> <ul style="list-style-type: none"> • help students adapt to the college environment • encourage discussions about career track and professional goals • assist students in identifying opportunities for professional and personal development • resource for networking and connections on campus and future career • seek opportunities to develop as an advisor and mentor
<p>Professional Staff Advisor Role</p> <ul style="list-style-type: none"> • resource for students on campus policies and procedures • resource for students on registration and Drake Curriculum • review/approve educational plan and transfer credit requests • coordinate registration process, verifying appropriate courses • be a point person on retention outreach • provide ongoing advising development opportunities for faculty

Many other institutions have incorporated a blended advising model into their campus communities. Creighton University used the following model to describe their new blended model of advising (see Figure 1).

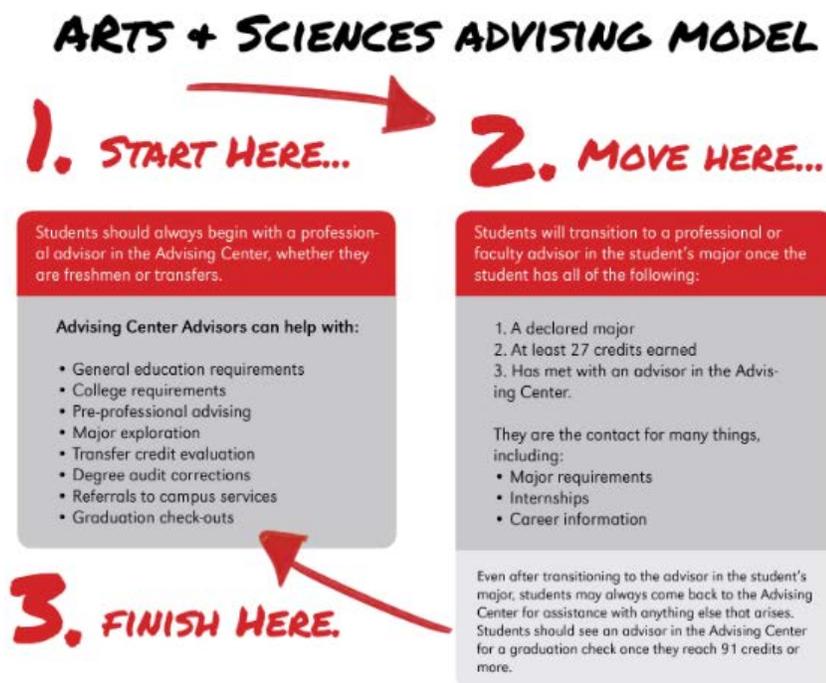


Figure 1 – Representation of Blended Advising Model at Creighton University

Incorporating Advising into the Promotion & Tenure Process

Academic advising can be included in the teaching or service section of the promotion and tenure process. However, AAU guidelines suggest that academic advising should be assessed and evaluated under teaching (<https://www.aau.edu/sites/default/files/AAU-Files/STEM-Education-Initiative/Aligning-Practice-To-Policies-Digital.pdf>).

Within CPHS, advising is evaluated under teaching during the promotion and tenure process. Advising is evaluated at multiple levels and includes an annual assessment completed by advisees (see Appendix 1), through a student evaluation committee during the tenure review, and through self-reflection included in the promotion and tenure dossier. To allow for quality improvement during a faculty members time in CPHS, development opportunities are offered on a routine basis to ensure growth over time as an academic advisor can be demonstrated and deficiencies identified in the annual student survey are addressed.

With the exception of CPHS, each college/school has advising either in another category or leaves it up to the faculty member to choose where it goes.

- College of Arts & Sciences – Advising used to be under teaching, but is now under service.
- College of Business & Public Administration – Advising is its own separate category.
- School of Education – Advising is under service.
- School of Journalism & Mass Communications – The candidate can choose which category it goes under.

Feedback from Campus Community on Proposal

Overall feedback across campus has been positive for this proposal in its various draft forms. As previously mentioned, feedback has been received from the Provost, Deans, Associate Deans, Department Chairs, CAAD, Graduate Council, and individual faculty members.

Strengths identified:

- Increased connections to campus through multiple advisors. This could positively influence retention.
- This plan doesn't lose what is working and what is attractive to potential students.
- Consistency in advising across campus.
- Wide support for assessing and inclusion of advising in the promotion and tenure process

Concerns raised:

- Does this place an extra burden on the students, having multiple advisors to meet with?
- Extra financial costs of adding staff in current climate.
- If advising is moved to teaching in the promotion and tenure process, will additional service be required?

Synergy with Other Campus Initiatives

Higher Learning Commission Quality Initiative

As a part of the continuing accreditation process for the Higher Learning Commission (HLC), Drake must complete a quality initiative (<https://www.hlcommission.org/Accreditation/quality-initiative.html>) during the 10-year cycle. The quality initiative should focus on either beginning or continuing an institutional project that would achieve a key milestone and represent one major improvement during the current 10-year cycle of accreditation. The purpose of the quality initiative is intended to, “allow institutions take risks, aim high, and learn from only partial success or even failure.” Drake’s first Quality Initiative focused on Inclusive Excellence, and some of the outcomes included the first climate assessment, the establishment of the Associate Provost for Equity and Inclusion position, work on the multicultural houses, Drake’s Equity and Inclusion Statement, and much more.

This advising proposal has been discussed with Provost Mattison and she has expressed support for its implementation. The enhanced academic advising and its impact on retention is in line with the next quality initiative project Drake is undertaking as a part of the open pathway for

accreditation with the HLC. As a part of the quality initiative, the university must name resources that are available to support its implementation. This may allow for some resources to be identified for the implementation and hiring of new professional staff advisors. Additionally, it is important to note that this model does not require the hiring of a large number of new positions, some schools/colleges (e.g., SJMC) may reorganize existing positions while others may need to hire for new positions.

Changemaker Initiative

Campus interest in innovation and changemaking has been building for several years. The Changemaker Initiative has been selected as one of the Big Ideas that will be a part of the next capital campaign. During the process of developing this Big Idea, a task force was assembled to:

- Develop a working definition for Changemaking at Drake University.
- Survey campus interest and the resources needed for students to practice changemaking.
- Identify existing practices and programs for alignment with Changemaker Competencies.
- Provide recommendations for integrating a changemaking focus across the Drake experience.

Changemaking at Drake has been defined as, “Developing one’s identity and world view, with a bias towards action to problem solve societal issues, and innovate to co-create impact.”

This blended advising model aligns with the goals of the Changemaker Initiative and can serve as the catalyst for advancing this Big Idea. Unfortunately, the current academic advising model sometimes presents a roadblock on a Drake student’s journey to becoming a changemaker. In interviews with the taskforce, students articulated wanting additional resources to help them more intentionally align their Drake experience. Students feel that enhanced advising models on campus would allow them to better understand themselves and their values, identify experiences to practice changemaking, know what opportunities exist to be a changemaker, and articulate how their changemaking experiences help them in their future careers.

This is the purpose of the faculty advisor in the blended advising model. The faculty member is the student’s professional mentor and guide. They are there to help the student discover themselves, understand the path and development necessary to reach their professional and career goals, and how to choose courses and co-curricular activities that match their interest. In the end, part of the faculty advisor’s role is to help them become a changemaker. Implementation of the blended advising model will help this initiative become reality and be another reason students are attracted to Drake, to create impact and be the change they wish to see in the world.

Financial Implications

As previously noted, one of the major concerns raised when the proposal was presented to stakeholders in the campus community was the potential costs. According to salary data through

the National Academic Advising Association (NACADA), academic advisor salaries for an institution categorized at the doctoral level was \$42,913 in 2016. Current salary data from Iowa State University has the average academic advisor salary at \$48,178, with the range being \$44,779-\$52,280. A salary greater than \$42,000 would be required at Drake University to meet human resources requirements for a non-hourly position with benefits. As previously stated, this proposal does not require the hiring of 12 new advisors. There will be a mix of new positions being created and some positions being reorganized.

While there are costs associated with this plan, there is a chance for increased revenues through the potential greater return on our investment we make into new and existing students. The previously mentioned focus on retention is driven by the ability to get a greater return on our investment in any student that matriculates from Drake University. As demonstrated in the Bulldog Foundations classes, a little change makes a significant impact. When students had the option of taking Bulldog Foundations, a 1% increase in the retention rate was seen for students in Bulldog Foundations compared to non-Bulldog Foundations students. If the net tuition revenue is \$18,000 per student and a 1% higher retention rate yields 7 more students, this equates to an additional \$126,000 in revenue per year for 4 or more years, depending on their program of study. The reason for this increase in retention for students in Bulldog Foundations could be attributed to a closer connection to campus and getting support that they need. This would be the same intent with the blended advising model.

While the macro level gains have been described, here is an example at the college/school level:

- Arts and Sciences sees an entering first year class of 400 students in Fall 2023 (FY24). A 2% increase in first to second year retention (bringing their retention rate to 88%) would yield 8 more students. The FY25 budget would see \$144,000 more in tuition revenue because of the retention increase. Retaining those additional students to graduation would yield a total of \$432,000 in revenue over their four years at Drake.

Recommendations

Immediate steps:

1. Develop a consistent structure for reward and recognition. It is recommended that advising be assessed regularly and included as a component of the promotion and tenure review process under teaching.
2. On-going, routine professional development/training opportunities for new and continuing faculty advisors should be coordinated at the college/school and university level. This could occur through the Drake Learning Symposium, January or summer workshops, and/or monthly advising meetings for discussion and collaboration through shared experiences

Long Term Plan:

1. Drake University should adopt a blended advising model incorporating the use of both faculty advisors and professional staff advisors across all colleges/schools. The blended model utilizes professional staff for the prescriptive advising needs, which will allow faculty to focus on the academic and professional development of their students.
 - a. Each college/school will require *a minimum* one staff person to support advising initiatives. The number of professional staff who advise will be proportional to the student population in each college/school (~250-300 students per professional staff advisor per National Academic Advising Association, NACADA, recommendations). Consideration should also be given to the future enrollment goals of the university and planned new academic programs.
 - b. The staff advisor positions are intended to be new positions or a reconfiguration of existing positions and not additional duties added to existing lines.
 - c. The primary focus of these new staff lines will be on advising, however, this does not exclude additional duties (e.g., advisor training, teaching, special event planning) being added as appropriate to the job description as each college/school sees fit to best utilize their resources.
 - d. If a college/school already has a blended advising model with professional staff serving in an advising role, they would retain their current model and structure.

2. To support advisors, ensure efficiency, and facilitate the overall goals, professional staff advisors will report directly to the Dean/Associate Dean of their College/School, but collaborate with each other and the Registrar/Director of Advising (see Figure 2)

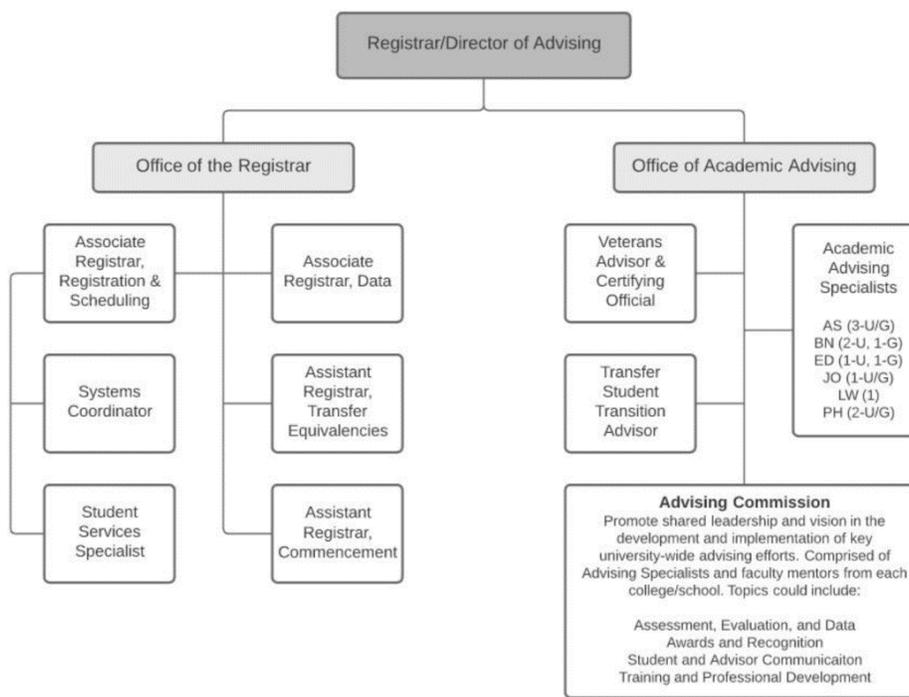


Figure 2 – Flow Chart of Advising Structure for Blended Advising Model at Drake

2020-21 Admissions, Retention, & Financial Aid Committee

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Appendix 1 – CPHS Advising Survey

Q1 In our College, a faculty advisor's role includes mentoring on career options, opportunities for professional growth, and helping develop your educational plan. Other areas for advising, such as degree audits and class registration, are handled by the Academic and Student Affairs Office. Please consider this when completing this evaluation.

Your responses will remain confidential. Your advisor will only see aggregate results and will not see any names attached with the evaluation. Thank you for your response.

Q2 This survey is about your faculty advisor: *ExternalDataReference*

Q3 Section 1: Assistance with career planning

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	No Basis for Judgement (6)
My faculty advisor has helped me assess my career goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor has discussed career options with me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor has discussed professional involvement with me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor has discussed my overall Drake experience (classes, student life, co-curricular involvement, etc.) with me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q4 Section 2: Knowledge of academic discipline & curriculum

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	No Basis for Judgement (6)
My faculty advisor is knowledgeable about College of Pharmacy and Health Sciences policies. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor is knowledgeable about my personal degree/program (e.g., my track of emphasis; concentration; dual degree, etc.). (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor knows where to refer me for information on college policies and programs. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 SECTION 3: Knowledge of campus & procedures

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	No Basis for Judgement (6)
My faculty advisor is knowledgeable about the campus general education program (Drake Curriculum). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor knows where to refer me for information on campus-wide policies and programs. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q8 Section 6: Advisor/Advisee relationship

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	No Basis for Judgement (6)
My faculty advisor treats me as an individual (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor encourages me to make my own decisions. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty advisor has encouraged me to take increasing responsibility for my academic progress. (view degree audit, progression & elective requirements) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Section 7: General Advising Effectiveness

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	No Basis for Judgement (6)
I am pleased with the overall nature of my meetings with my faculty advisor. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I have a good faculty advisor. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In what areas does your faculty advisor excel?

Q11 In what areas does your faculty advisor need Improvement?

Q12 Over the past academic year, how many times have you interacted with your advisor:

- 0 3 5 8 10 13 15 18 20 23 25

Meetings ()	
Emails ()	
Phone calls ()	
Other ()	

Q13 I am currently a:

- Health Sciences/Pre-Professional- Freshman (1)
 - Health Sciences/Pre-professional- Sophomore (11)
 - Health Sciences/Pre-Professional- Junior (2)
 - Health Sciences/Pre-professional- Senior (3)
 - MAT 1 (33)
 - MAT 2 (34)
 - OTD 1 (20)
 - OTD 2 (21)
 - OTD 3 (26)
 - P1 (6)
 - P2 (7)
 - P3 (8)
 - P4 (9)
-

Display This Question:

*If I am currently a: = Health Sciences/Pre-Professional- Freshman
Or I am currently a: = Health Sciences/Pre-professional- Sophomore
Or I am currently a: = Health Sciences/Pre-Professional- Junior
Or I am currently a: = Health Sciences/Pre-professional- Senior*

Q14 What area of study are you in?

- HS-Health Care Administration and Public Health (1)
- HS-Clinical and Applied (2)
- Pre-Occupational Therapy (3)
- Pre-Athletic Training (4)
- Pre-Pharmacy (5)
- Other (6) _____

End of Block: Default Question Block
