UCSC Student Experiences with Advising:
Overall Experiences and
Suggestions for Improving Advising

UCUES 2020
Report by IRAPS, November 2021

The 2020 UC Undergraduate Experience Survey (UCUES) survey asked students about satisfaction with advising and frequency of meetings with advisors (faculty and staff in the major and college advisors) during the 2019-20 academic year.

The survey was open from May 5, 2020 to August 8, 2020. Students enrolled in Spring 2020 were invited to participate.

Results of student satisfaction and frequency of meetings with advisors are presented in this report, based on students' major, year, and college affiliation. Division-based comparisons include primarily upper-division students.

In addition, students also provided more than 2,000 suggestions in response to a survey question about the single most important thing that advisors could realistically do to create a better undergraduate advising experience. This report contains both common themes in student suggestions and quotes to illustrate student feedback for each topic and division.

Executive Summary

Advising by faculty and staff in the major

- Among students who met at least once with a major staff advisor during the 2019-2020 academic year, satisfaction with **major staff advising** ranged from 43% *satisfied*/*very satisfied* in BSOE to 74% in Humanities. Similarly, satisfaction with **faculty advising** varied from 45% in BSOE to 67% in Humanities.

- Ratings of satisfaction by UCSC students with major staff advising and with faculty advising were **comparable** with ratings by students at **other UC campuses**.

- About half of students with a declared major met with **a major staff advisor** 1-2 times. Of note, 22% of declared students in PBSci and 24% of BSOE did not meet with a major staff advisor during the year, compared with 7% in the Humanities, 14% in Social Sciences, and 17% in the Arts.

- **Transfer students** were significantly more likely to meet with a major staff advisor 3 or more times during the year than their junior and senior peers who started as frosh.

- Students in the Arts division (71%) were more likely to meet with a **faculty advisor** at least once than were students in PBSci and BSOE (47%-50%). About 6 in 10 students in Social Sciences and Humanities met with a faculty advisor at least once.

- Students who met **at least once with a major staff advisor** were more likely to be satisfied with departmental staff advising than those who did not meet.

- Students who **met 3 or more times** in the academic year with a faculty advisor were more likely to be satisfied than students who met 1-2 times, or not at all.

College Advising

- Satisfaction with **college advising** among **frosh/sophomores** ranged from 46% to 68% *satisfied* or *very satisfied,* depending on college.

- Students who **met at least once** with college advisors were **more satisfied** than those who did not meet at all, and the more visits students had with a college advisor, the more likely such students were to be satisfied.

Suggestions for Improving Advising

- Students' suggestions for improving advising often centered on academic planning, accessibility of advisors, interpersonal approach of advisors.

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Overview of Respondents

In our analyses we compared students based on declared major (division); thus, division-based comparisons include primarily upper-division students. Undeclared students are primarily first-year and second-year students. See Table 1.

Table 1. Respondents by division and year*

	Arts Division	Humanities	PBSci	Social Sciences	BSOE	More than one division	Undeclared
	N = 218	N = 264	N = 737	N = 1239	N = 762	N = 208	N = 1526
1st or 2nd year	6%	6%	1%	8%	2%	1%	74%
3rd or 4th year	94%	94%	99%	92%	98%	99%	26%

Note: Based on credits at start of spring quarter. Division is based on a declared major.

Part 1. Advising by faculty and staff in the major

Satisfaction with Advising

Students gave a rating of satisfaction with major staff advising and faculty advising in the major.

Among students who met with a major advisor at least once in the academic year, satisfaction with major staff advising ranged from 43% *satisfied/very satisfied* in BSOE to 74% in Humanities. About 1 in 10 PBSci (12%) and BSOE (13%) students were either *dissatisfied* or *very dissatisfied*. See Figure 1.

Figure 1. Satisfaction with departmental staff advising among students who met with a departmental staff advisor, by division, 2020 UCUES
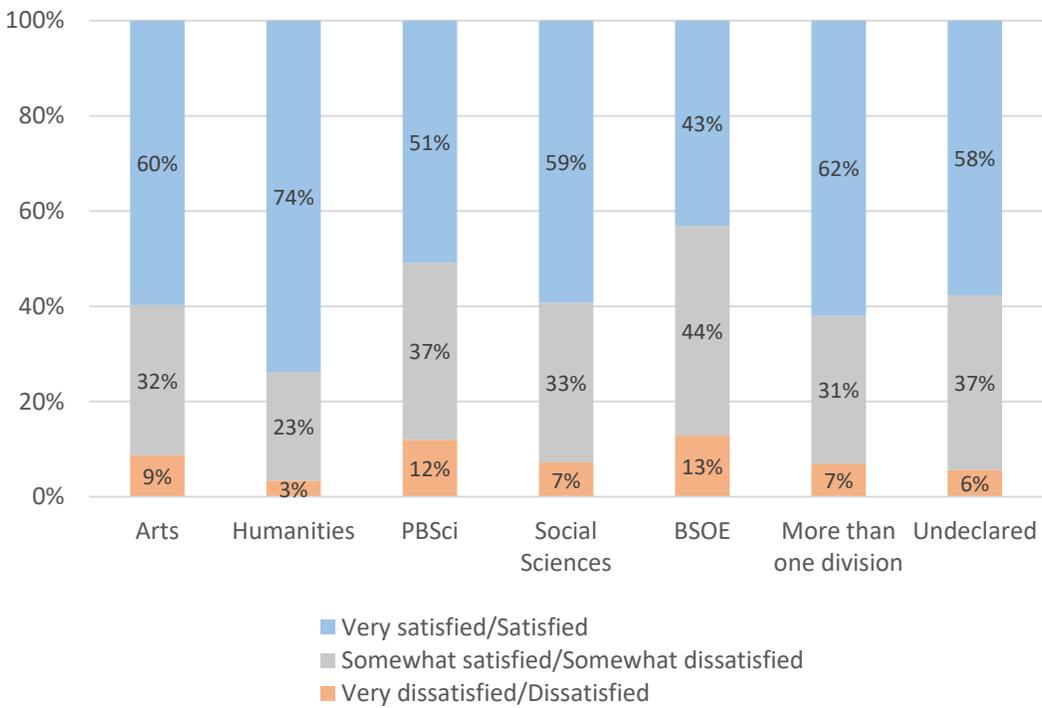
Among students who met with a faculty advisor at least once, satisfaction with faculty advising in the major varied from 45% *very satisfied* or *satisfied* in BSOE to 67% in Humanities. About 1 in 10 BSOE (12%) students were either *dissatisfied* or *very dissatisfied*. See Figure 2.

Figure 2. Satisfaction with faculty advising, among students who met with a faculty advisor, by division

Legend:
- Very satisfied/Satisfied
- Somewhat satisfied/Somewhat dissatisfied
- Very dissatisfied/Dissatisfied

Division	Very satisfied/Satisfied	Somewhat satisfied/Somewhat dissatisfied	Very dissatisfied/Dissatisfied
Arts	63%	30%	6%
Humanities	67%	28%	5%
PBSci	52%	41%	7%
Social Sciences	57%	35%	8%
BSOE	45%	43%	12%
More than one division	64%	32%	5%
Undeclared	58%	37%	5%
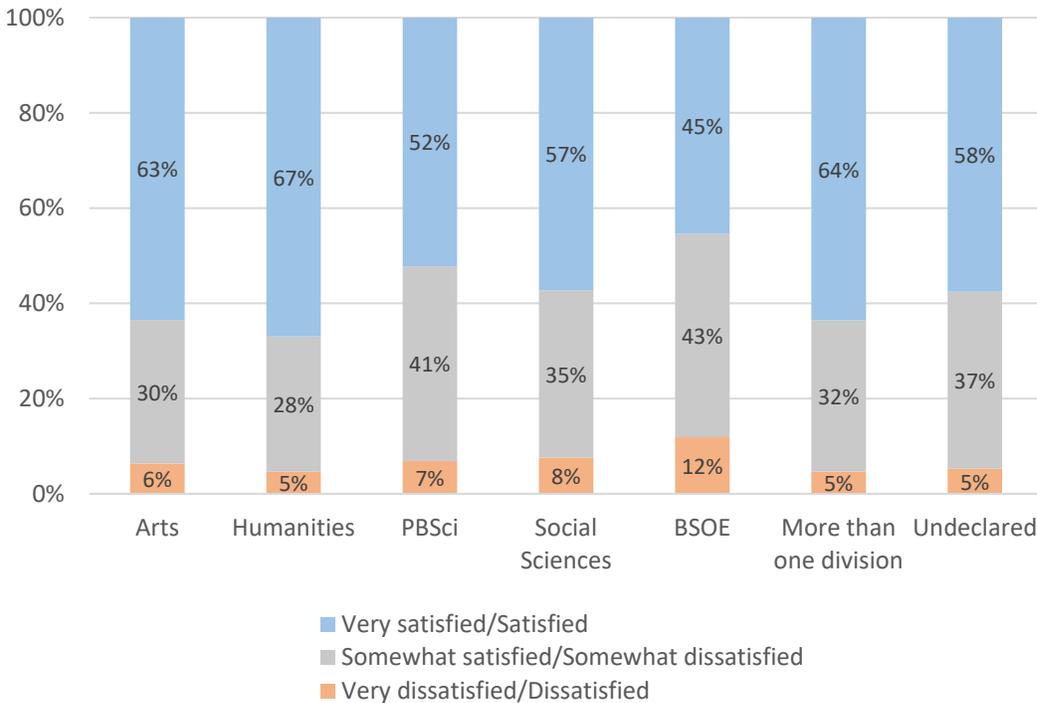
Comparisons with Other UC Campuses

For comparing advising experiences with other University of California campuses, results are presented by academic level based on credits, as of Winter or Spring term. UCSC results are compared with the results from all other undergraduate UC campuses combined. Please note that the results are for all students, not just those who interacted with advisors during the academic year of the survey.[1]

At each academic level, undergraduates at UCSC gave generally similar satisfaction ratings of departmental staff advising, compared with students at other UC campuses. The differences were small but one difference was statistically significant ($p<.05$): seniors at UCSC were more likely to be either *very satisfied* or *satisfied* with major staff advising than seniors at other UCs. See Table 2.

Table 2. Satisfaction at UCSC and other UC campuses, with major staff advising, by academic level

	UCSC			Other UCs		
	Frosh/ Sophomore	Junior	Senior	Frosh/ Sophomore	Junior	Senior
	N = 1131	N = 1136	N = 2169	N = 17685	N = 18018	N = 27612
Very satisfied/Satisfied	50%	51%	52%	48%	48%	49%
Somewhat satisfied/ Somewhat dissatisfied	43%	40%	37%	45%	43%	40%
Very dissatisfied/Dissatisfied	7%	9%	11%	7%	9%	11%

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[1] We do not have survey data from other UC campuses about which students met with an advisor.

Similarly, compared with seniors at other UCs, seniors at UCSC were statistically significantly more likely to be either *very satisfied* or *satisfied* with faculty advising. See Table 3.

Table 3. Satisfaction at UCSC and other UC campuses, with faculty advising, by academic level

	UCSC			Other UCs		
	Frosh/ Sophomore	Junior	Senior	Frosh/ Sophomore	Junior	Senior
	N = 1143	N = 1142	N = 2187	N = 17797	N = 18117	N = 27771
Very satisfied/Satisfied	47%	47%	51%	48%	46%	47%
Somewhat satisfied/ Somewhat dissatisfied	45%	45%	40%	46%	45%	44%
Very dissatisfied/Dissatisfied	7%	8%	9%	7%	8%	9%

Frequency of Meetings with Advisors

Students indicated the number of visits over the 2019-2020 year with major staff advisors and faculty advisors that lasted at least 10 minutes.

Among students with a declared major, about half of students (from 41% in the Arts to 51% in Social Sciences) met with a major staff advisor 1-2 times. Of note, almost a quarter of students in PBSci (22%) and BSOE (24%) did not meet with a major staff advisor at all in the academic year, compared with 7% in the Humanities, 14% in Social Sciences, and 17% in the Arts. See Table 4.

Table 4. Frequency of meetings with major staff advisor, by division

	Arts Division	**Humanities**	**PBSci**	**Social Sciences**	**BSOE**	**More than one division**	**Undeclared**
	N = 181	N = 228	N = 643	N = 1027	N = 635	N = 176	N = 1297
Did not meet	17%	7%	22%	14%	24%	10%	43%
1-2 times	41%	49%	47%	51%	49%	44%	43%
3-5 times	34%	33%	25%	28%	22%	36%	12%
6 or more times	8%	11%	6%	7%	5%	10%	2%

Survey question: In this academic school year (2019-2020), how many times have you met for at least 10 minutes with Major Advisor?

We did not find any differences in students' frequency of meetings with major staff advisor related to students' first-generation status, ethnicity, or gender. However, **transfer students** were significantly more likely to meet with a major staff advisor 3 or more times during the year than their junior and senior peers who started at UCSC as frosh. Among seniors, 41% of transfer students and 33% of frosh met 3 or more times with a major staff advisor. Also, only 14% of

transfer students did not meet with a major staff advisor compared with 20% of their upper-division peers who started as frosh.

Among students with a declared major, students in the Arts division (71%) were more likely to meet with a faculty advisor at least once than were students in PBSci (50%) and BSOE (47%). About 6 in 10 students in Social Sciences (60%) and Humanities (63%) met with a faculty advisor at least once. See Table 5.

**Table 5. Frequency of meetings with faculty advisor, by division**

	Arts Division	Humanities	PBSci	Social Sciences	BSOE	More than one division	Undeclared
	N = 177	N = 227	N = 637	N = 1001	N = 625	N = 174	N = 1288
Did not meet	29%	43%	50%	40%	53%	39%	60%
1-2 times	38%	32%	30%	37%	31%	30%	28%
3-5 times	22%	19%	11%	16%	10%	18%	9%
6 or more times	11%	6%	9%	7%	6%	13%	4%

Survey question: In this academic school year (2019-2020), how many times have you met for at least 10 minutes with Faculty Advisor (and/or faculty director of your program)?

## Links Between Frequency of Meetings with Advisors and Satisfaction with Advising

Students who met at least once with a major staff advisor were more likely to be satisfied with major staff advising than students who did not meet with a major staff advisor. The more frequently students met, the more likely students were to be satisfied with major staff advising. It is also possible that students who were satisfied with advising sought more meetings. See Figure 3.

Figure 3. Satisfaction with departmental staff advising, based on frequency of meetings with major advisor, across all majors, including undeclared students
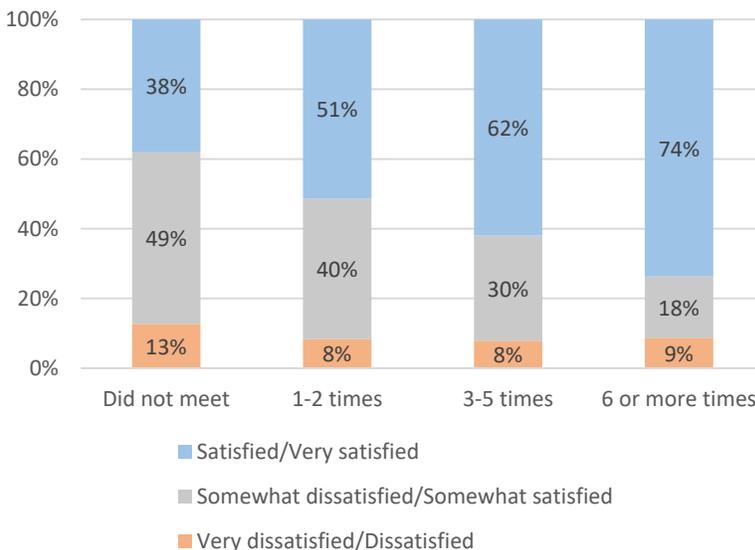
Students who met 3 or more times in the academic year with a faculty advisor were more satisfied than students who met 1-2 times or not at all. See Figure 4.

Figure 4. Satisfaction with faculty advising, based on frequency of meetings with faculty advisor, across all majors, including undeclared students
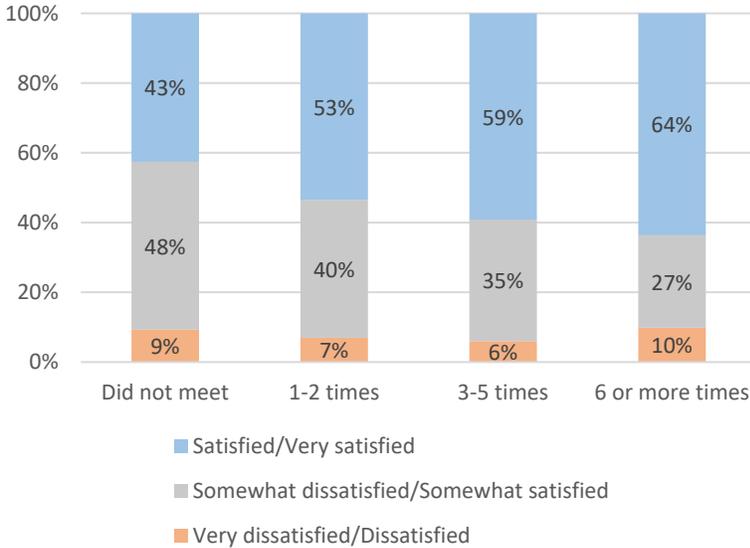
Next we show division-specific links between frequency of meetings with faculty and major staff advisors, and student satisfaction with these advisors. Please note that a relatively small proportion of students in the Arts, Humanities and Social Sciences did not meet with advisors at all; most students met at least once.

For example, in the Arts Division, of students who did not meet with a faculty advisor, only 43% indicated being *satisfied* or *very satisfied*, compared with 63-64% of students who met at least once. Of note, student satisfaction with major staff advising was higher among students who met 3 or more times. See Figure 5.

Figure 5. Student satisfaction (% satisfied/very satisfied) with faculty and staff advising in the major based on frequency of meetings in 2019-20

Arts Division

Bars — Faculty advisor: Did not meet 43%, Met 1-2 times 63%, Met 3+ times 64%. Major staff advisor: Did not meet 50%, Met 1-2 times 54%, Met 3+ times 65%.

Legend: Did not meet · Met 1-2 times · Met 3+ times

Humanities

Bars — Faculty advisor: Did not meet 69%, Met 1-2 times 64%, Met 3+ times 70%. Major staff advisor: Did not meet 50%, Met 1-2 times 68%, Met 3+ times 80%.

Legend: Did not meet · Met 1-2 times · Met 3+ times

PBSci division

Bars — Faculty advisor: Did not meet 42%, Met 1-2 times 47%, Met 3+ times 60%. Major staff advisor: Did not meet 35%, Met 1-2 times 44%, Met 3+ times 61%.

Legend: Did not meet · Met 1-2 times · Met 3+ times

Social Sciences

Bars — Faculty advisor: Did not meet 47%, Met 1-2 times 54%, Met 3+ times 63%. Major staff advisor: Did not meet 40%, Met 1-2 times 53%, Met 3+ times 68%.

Legend: Did not meet · Met 1-2 times · Met 3+ times

BSOE

Bars — Faculty advisor: Did not meet 31%, Met 1-2 times 46%, Met 3+ times 45%. Major staff advisor: Did not meet 26%, Met 1-2 times 39%, Met 3+ times 50%.

Legend: Did not meet · Met 1-2 times · Met 3+ times

Part 2. College Advising

Satisfaction with Advising

Overall, student satisfaction with college advising was roughly similar across colleges: between 46% and 56% of students across all levels were fully satisfied. See Figure 6.

Figure 6. Satisfaction with college staff advising, by college, 2020 UCUES (freshmen-seniors)
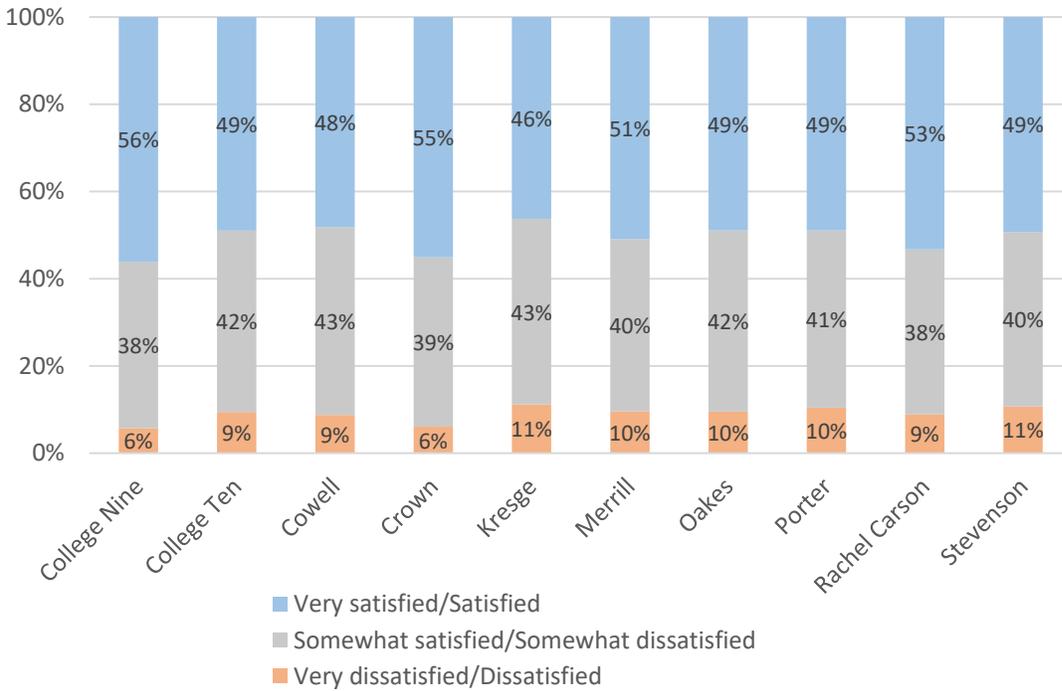
We compared student satisfaction with college advising separately among frosh/sophomores and juniors/seniors. Among frosh/sophomores, satisfaction ranged from around 50% satisfied (Porter, Kresge, Oakes, Cowell, and Stevenson) to 68% at Crown. Juniors/seniors' satisfaction ranged from 44% to 54%. See Figures 7-8.

**Figure 7. Frosh/sophomores' satisfaction with college staff advising, by college**
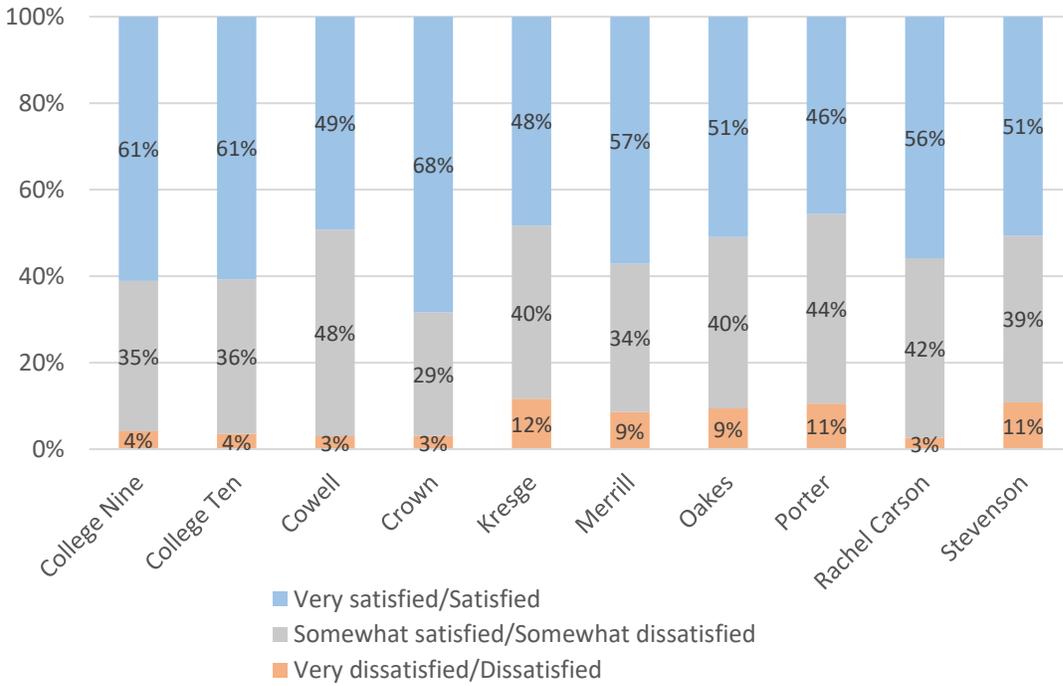

Figure 8. Juniors/seniors' satisfaction with college staff advising, by college
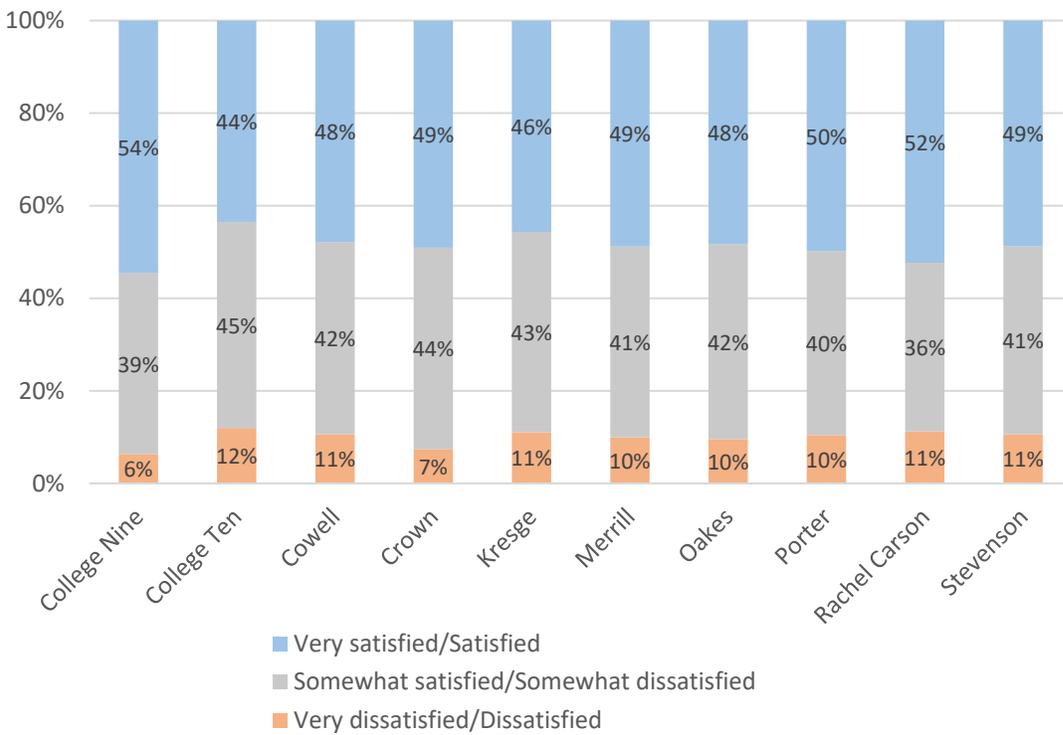
Frequency of Meetings with Advisors

About 1 in 3 students did not meet college advisors at all in the 2019-2020 year. See Figure 9 and Tables 6-7.

**Figure 9. Percent of students who met with college advisor at least once in 2019-20, by level and college**
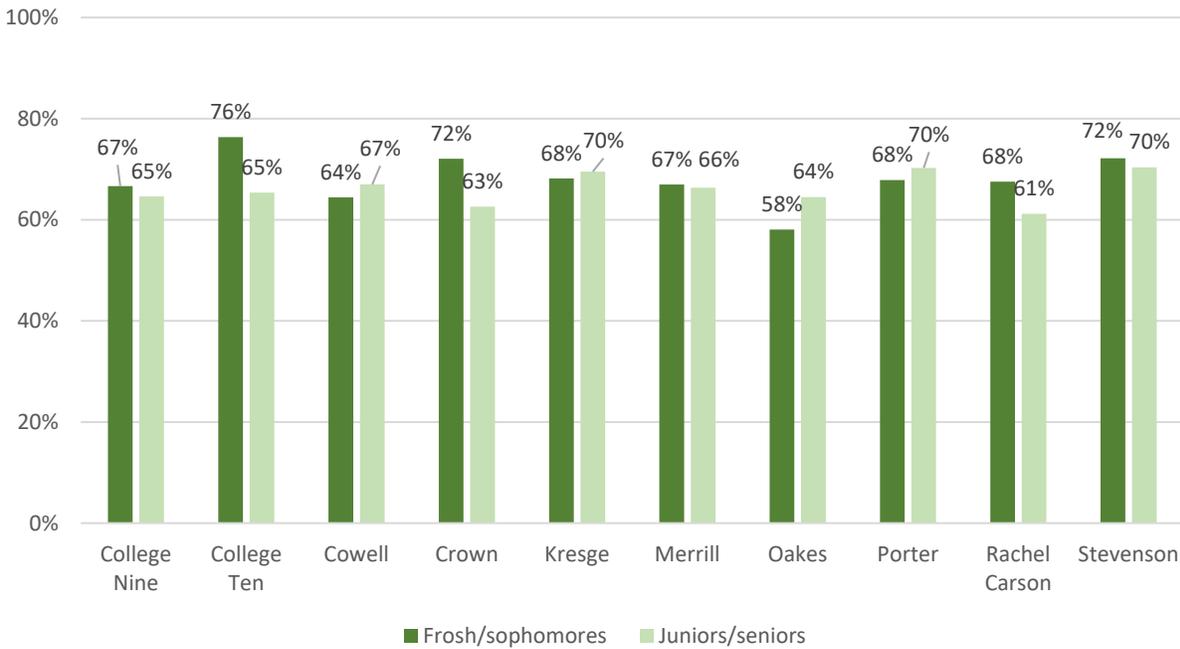
Table 6. Frosh/sophomores' frequency of meetings with college advisor

	College Nine	College Ten	Cowell	Crown	Kresge	Merrill	Oakes	Porter	Rachel Carson	Stevenson
	N = 108	N = 110	N = 104	N = 136	N = 88	N = 106	N = 93	N = 84	N = 114	N = 115
Did not meet	33%	24%	36%	28%	32%	33%	42%	32%	32%	28%
1-2 times	48%	59%	48%	52%	48%	44%	44%	39%	44%	44%
3-5 times	16%	15%	14%	13%	18%	20%	9%	24%	20%	25%
6 or more times	3%	3%	2%	7%	2%	3%	5%	5%	4%	3%

Table 7. Juniors/seniors' frequency of meetings with college advisor

	College Nine	College Ten	Cowell	Crown	Kresge	Merrill	Oakes	Porter	Rachel Carson	Stevenson
	N = 294	N = 309	N = 309	N = 345	N = 302	N = 318	N = 276	N = 316	N = 353	N = 297
Did not meet	35%	35%	33%	37%	30%	34%	36%	30%	39%	30%
1-2 times	45%	49%	47%	42%	50%	43%	37%	47%	41%	50%
3-5 times	17%	13%	17%	16%	17%	20%	22%	19%	15%	17%
6 or more times	2%	3%	3%	5%	3%	3%	5%	5%	5%	3%

Links Between Frequency of Meetings with Advisors and Satisfaction with Advising

Overall, students who met at least once with college advisors were more satisfied than those who did not meet at all, and the more visits students had with a college advisor, the more likely students were to be satisfied.

For example, 62% of frosh/sophomore students who met 3 or more times with a college advisor were satisfied, compared with 53% of students who met 1-2 times. See Figure 10.

Figure 10. Satisfaction with college advising (% satisfied/very satisfied), based on class level and frequency of meetings in 2019-20
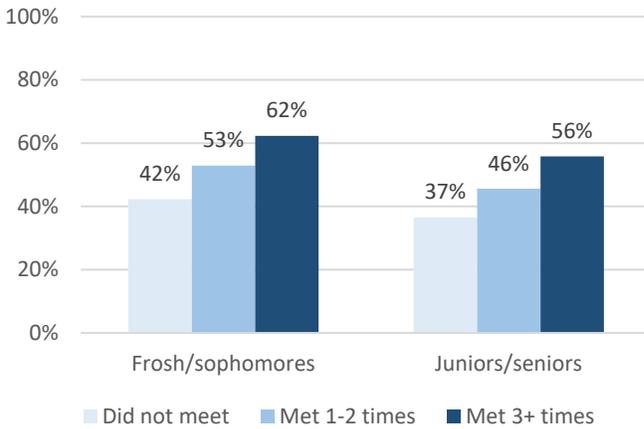
Comparisons with Other Campuses

Results about satisfaction with college advising from UCSC students are compared with the results from all other undergraduate UC campuses combined. As with the comparisons with major staff and faculty advising, note that results are for all students, not just those who interacted with advisors during the academic year of the survey.

At each academic level, UCSC students had similar satisfaction levels with college advising as students at other UC campuses. See Table 8.

Table 8. Satisfaction at UCSC and other UC campuses, with college advising, by academic level

	UCSC			Other UCs		
	Frosh/ Sophomore	Junior	Senior	Frosh/ Sophomore	Junior	Senior
	N = 1142	N = 1142	N = 2179	N = 17746	N = 18088	N = 27722
Very satisfied/Satisfied	50%	46%	43%	48%	45%	45%
Somewhat satisfied/ Somewhat dissatisfied	43%	43%	44%	44%	44%	43%
Very dissatisfied/Dissatisfied	7%	11%	13%	8%	10%	12%

Part 3. Suggestions for Improving Advising

Method of Classifying Suggestions

Students provided suggestions in response to the question, "What is the SINGLE, MOST IMPORTANT thing that your advisor could realistically do to create a better undergraduate advising experience for students like you?"

More than 2,000 students provided substantive comments in response to this question. We developed an algorithm that seeks and finds words, or a combination of words, and assigns comments to specific categories about advising. Each comment could be counted in one or more categories, based on the words involved. For details about the method for the determining categories for students' comments, please refer to the Details on Method of Classifying Suggestions, in the Appendix.

Overall, 54% of comments contained suggestions in one area. About 29% of comments were classified under 2 or more categories. In addition, 17% of student comments did not fall under any specific categories, primarily because they were unique to a student or relatively less common.

Common Themes of Suggestions

The analysis revealed that some topics were relatively more important to students than others. For example, academic planning was the most common category: 42% of students provided suggestions. See Table 9.

Table 9. Common themes in student suggestions about advising

Topic of comments	Percentage of comments
Academic planning	42%
Accessibility of advisors	30%
Interpersonal approach of advisors	14%
Accuracy and clarity of information	12%
Advice on research and other opportunities	8%
Career support	6%
Proactivity of advisors	6%

Note: Comments could be classified under multiple categories.

There were some differences in the popularity of topics across divisions. For example, within the Arts division, improving accessibility of advisors was the most common category (46%) and much more frequently mentioned than in any other division. Within the Humanities division, academic planning was mentioned by nearly 1 in 2 students (49%). Career support was relatively more frequently mentioned by PBSci students (10%) than by students in other divisions. See Table 10. Please note that the N and % refer to the number of students in each

division providing comments in response to the question: for example, 30% of 81 Arts Division respondents provided a comment about academic planning.

Table 10. Common themes in student suggestions about advising, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared (lower-division)
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Academic planning	30%	49%	39%	44%	38%	37%	48%
Accessibility of advisors	46%	28%	32%	29%	32%	35%	24%
Interpersonal approach (delivery of advice)	20%	9%	14%	10%	18%	22%	12%
Accuracy and clarity of information	11%	14%	11%	13%	12%	14%	11%
Proactivity of advisors	9%	9%	6%	2%	6%	9%	7%
Advice on research and other opportunities	7%	7%	11%	7%	8%	9%	6%
Career support	5%	8%	10%	4%	7%	6%	5%

Academic Planning

Suggestions for improving academic planning were mentioned by about 4 in 10 students, including nearly half of Humanities students (49%) and students who haven't yet declared a major (48%), as well as over 4 in 10 in BSOE (44%). See Table 11.

Table 11. Comments about academic planning, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Academic planning	30%	49%	39%	44%	38%	37%	48%

The selected comments below include those that provide more insight and constructive suggestions.

Comments by students in the Arts Division about academic planning included:

- The advisor could make clear what options and/or classes I have available to take for the most streamlined experience and graduation pathway. Also, plan for backups in case of life occurrences.
- To make the time to listen and create a personalized plan, too often I felt that I was given a pre-made plan and felt that once the meeting started there was a heavy attention on a timer.

Humanities students' comments about academic planning included:

- Clearly go over the course catalogue with a student as soon as they've decided on a major or focus within a major as to help them plan to graduate in a timely manner.
- Create online forms to keep major requirements updated/organized.
- More clearly defined requirements for majors maybe mandatory one year check ins for four year plans. I go in for that anyway but I think itd be beneficial if all students did.
- I'm a transfer student. Because I transferred from a private school, I didn't know how my credits would qualify and for what until halfway through the year. I feel I could have planned better if that information was given to me earlier.
- Making the students feel like they belong in the department. There are professors, but then there are advisors who have access to all of the students who are affiliated with the major. They are like a bigger piece of the puzzle that's overshadowed by professors, TAs, etc. Having workshops, providing information for post-graduation, and even trying to find a way to congratulate the class of 2020 with departmental swag

PBSci students' comments about academic planning included:
- A mandatory major workshop to help choose your path. I regret my decision but I didn't know my options and now [it's] too late.
- As a transfer student, I did not understand the difference between college/major advisors, so that could be more helpful to describe to students.
- College advising can stress to bio students that they will probably not get a well paying job with just a BS degree and will 100% need [more] higher education if they want a decent job. They can also give a presentation of different health related/biorelated career options instead of just catering to premed/dental/pharm, [basically] any form of doctorate.

BSOE students' comments about academic planning included:
- Provide the information given in "declare your major" Canvas course to all proposed students before they start declaring. Would have helped my academic planning a lot.
- Help me determine optimal flow of classwork over quarters and which classes have content that is important to know regardless of major requirements.
- Create videos for the major requirement path, and show what kind of things academically, that a student must be prepared for.
- BSOE [advising could] sit down and help plan for 5-year BS/MS, explain differences between CSE and CE MS.
- The best thing I could ask for is a good fallback plan from major advising so I get (roughly) the classes I want and need without making many major sacrifices. It is difficult as a CS Major to get the classes I want all the time, and I've had to make quite a few last-minute changes to ensure I get anything good at all.
- It would help if at some point, a major advisor would walk the student through the different "types" of courses: programming, theory, industry, team, and suggest strategies in picking course sequences. "This will give you project work to put on your resume, so you can apply for internships; Taking 180 will help you build a good resume; Perhaps you should not take Adv. Programming before DS&A". A one-off with "declaration of major" was useful, but a yearly guided meeting would be even more useful. I did not know, the past few years, what questions to ask.

Social Sciences students' comments about academic planning included:

- Major advising should offer more class paths online, reducing the need to meet in person
- Have more up to date info on website, have all courses, requirements, department resources organized and available online and [in-person].
- have more worksheets printed out that would allow students to create a academic plan more easily? The ones they have now are a little narrow, so maybe allow more space to fill in class choices
- Be understanding of student struggles within a major and understand how to work around it. For example, Psychology courses are incredibly impacted at UCSC, so it would be helpful if advisors knew more about how to graduate on time, etc.
- I believe it would be helpful for departmental advisors to have 1 mandatory scheduled meeting with every incoming student before they declare their major.
- incorporating a way to come up with a 4-year plan between major and college academic advisors because usually, the lack of communication between the two leads to discrepancies in the 4 year plans that we come up with
- having two different advisors [college advisor and major advisor] is stressful and the way to go about declaring or finding out more information about a major or minor or studying [abroad]. so many different offices and people you have to talk to, in order to make any progress.
- Faculty [advisors should] offer networking connections relating to field of interest and recommend programs and opportunities to gain more experience.

Among students with double majors in more than one academic division, comments about academic planning included:

- [Improve] Major advising and major planning in order to plan a double major.
- Have both my major advisors meet with me and create my graduation plan at the same time.

Undeclared students' comments about academic planning included:

- Help students know where exactly they should start. With all the new info thrown at these incoming freshman, I know I was overwhelmed.
- College majors were helpful with outlining expectations but I would have liked more personalized and realistic advice. If I am struggling to do both a near full time job and being a full time student, rather than telling me to stop working maybe help me plan class schedules better, offer where to find more students loans, or better study advice. It's hard to ask for advice or help when I don't know what the issue is, if that makes sense.
- Having even just one *required* meeting with an advisor of any sort to put together a four-year plan would do a lot to lower the anxiety of seeing an advisor a second or third time, compared to having to see an advisor on one's own for the first time.

Accessibility of Advisors

Suggestions to improve accessibility were mentioned by 3 in 10 students across divisions, notably, by almost half of Arts students (46%). See Table 12.

Table 12. Comments about accessibility of advisors, by division

	Arts	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Accessibility of advisors	46%	28%	32%	29%	32%	35%	24%

Comments by students in the Arts Division about accessibility of advisors included:

- I wish my major adviser was more accessible, she was often too busy to see me and perhaps if she had more help she would have had more time. More advisers?
- Maybe hire a dedicated email assistant? I've heard from many that [the advisor] is ultimately hard to get a hold of. I've been scared to email because of lack of ability to get back to many others.
- an updated computer system. [...] Advisors could have more time for us and help us out better if things weren't so old and out of date.
- I believe my [...] department could use an extra advisor to help out our current one. Our current advisor is great; however, she has so much to deal with and is very stressed out sometimes. I believe our department assistant would be a perfect co-advisor!
- [My major's] department is one of the biggest growing departments on campus and we desperately need more

Humanities students' comments about accessibility of advisors included:
- Major advising should be more clear about when walk-in appointments are and should have more hours allocated to advising because I have waited an hour to see an advisor (sometimes the hours also conflicted with class time)
- Send an email or request an appointment to go over the transfer students UCSC graduation requirements. I was not aware of them until I discovered the graduation status/academic advising page on MyUCSC account.

PBSci students' comments about accessibility of advisors included:
- Advisors, especially major advisers need to make themselves available to one to one meeting appointments. There are no enough counseling for student and every single time I try to make an appointment there is none available. Also, the career center is very unreliable and does not prepare students for the real world. Ex. lack of information about medical school, dental schools, etc.
- Continue to host Zoom drop-in hours.
- I have seen so many of my peers complaining that major advisors are just not willing to meet with students in person and are instead directing them to email them instead if they want to be attended to faster. This is not always the best way for students to convey their concerns about enrolling in courses and graduating on time. It was because of this that I was not in touch with my major advisor much, I made my own academic plan along the way with no help
- Please hire and train a pre-medical counselor. I went in to discuss my upcoming MCAT prep and I had to meet with a student advisor who told me "well I haven't taken the MCAT yet so I can't really help you". The pre-med advisor is only really available to the human biology majors (from what I have heard). This is extremely limiting and in my three years I have attempted to meet with the advisor maybe twelve times and have never succeeded.

BSOE students' comments about accessibility of advisors included:
- Have chairs outside computer science advising, students shouldn't have [to wait] hours and if they do it should not be while sitting on the floor.
- Get more advisors. I showed up 10 times and had to leave [because] the engineering line was so long
- I think it would be helpful if it was easier to make appointments to meet with our major advisors. There have been times that I have been redirected to peer advising when I have wanted to specifically speak to an advisor. A better system for booking appointments with advisors themselves would be really helpful.

Social Sciences students' comments about accessibility of advisors included:
- I would like for my major advising to have more advisors that are not peer advisors or more availability. Most of the time peer advisors could not answer my questions, but emailing advising was not as helpful as an in person conversation.
- Updated office hours via email are very important to me, instead of having them posted on their office doors, etc. I dislike when i'm want to go speak to an advisor (after checking their hours via their website) and then finding out when I get there that they're not available.
- putting their face out there more, I have no idea what they look like/sound like/if they are approachable outside of their office. Maybe having a meet and greet.
- conduct more administrative tasks, like signing forms, through email.

Among undeclared students, or students with double majors, comments about accessibility of advisors included:
- Make seeing advisors less of a hassle. each time I saw my advisor, It took about an hour to wait. Emails also don't seem to go directly to them and can take days for responses. We need more advisors or longer advising hours to decrease the time burden.

Comments about college advising included:
- speedier service, or rather a clearer way to cut idle wait times
- College things are time-sensitive and working made it very hard to ever get in to see my advisor on a moment's notice because I couldn't afford to waste an hour.
- Be more accessible- wait times often exceeded an hour and a half. Makes it difficult to meet. College advising often did not return emails.

Comments about the responsiveness of advisors included:
- Be able to respond to emails in a timely manner.
- Faculty advisor should be better at responding to emails on time in order to answer time-sensitive questions.
- Process petitions to declare major faster
- The lag in response time is the one thing I wish they could fix

Interpersonal Approach of Advisors

The interpersonal approach of advisors, or delivery of advice was mentioned by students in every division. See Table 13. Please note, comments in this area included both constructively critical comments as well as positive comments. The selected comments below include those that provide more insight and constructive suggestions.

Table 13. Comments about the interpersonal approach of advisors, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Interpersonal approach of advisors	20%	9%	14%	10%	18%	22%	12%

Comments by students in the Arts Division about the interpersonal approach of advisors included:
- Be friendly! I am often scared of talking to people I view as authoritative figures, so being relaxed and kind is the best thing for me.
- I get intimidated by Advisors. The Advisors that made the process really approachable and were kind were always the best ones.
- Take the time to listen to the confusion in each person's experience and work with them to provide them with a better path. In my college advising and major advising, it seemed that everyone was so tired of me asking questions. They already [knew] the answers without really taking the time to listen to what was happening and then explain.
- My advisor would always tell me everything is going to be okay. Sometimes I go into her office so flustered and worried and her reassurance that I am doing the right things is all I need.

Humanities students' comments about the interpersonal approach of advisors included:
- I think the most important thing would be to make each student feel more seen and unique. I know they have a lot of students but maybe having students fill out a mini little questionnaire or something and having it on file could help.
- Just be kind! Usually when I go into advising its because I'm super stressed or overwhelmed and just having someone be nice to me and trying to help means everything.
- Be accommodating and understanding of students. A lot of students are struggling with various academic or personal things and while education is important, it's not always the first priority for students. I feel like that is not understood often.
- Ask us more questions about us. We as students talk so much about school all the time. We want to look at our advisors more as people to come to, not just to talk about setting up our class schedule.

PBSci students' comments about the interpersonal approach of advisors included:

- A faculty advisor can get to know you as person (this can also be applied to a major advisor and college advisor). This way they know you personally, know your struggles, and your aspirations. It will allow them to advise you based what would work for YOU and not what's written on a website's curriculum.
- advisors to continue encouraging students that they are on their own path and are doing things correctly. We need the support of advisors that each student has their own pace in their college experience.
- checking in with my mental status and how stressed I am about college currently. This applies to all advisors.

BSOE students' comments about the interpersonal approach of advisors included:

- Advisors should be more aware of students backgrounds. [...] understanding that some students don't have the option of taking summer classes because of financial burdens. Advisors should challenge other faculty they work with to also be more Understanding of students
- be committed to being as communicative, responsive, and patient to student questions and situations as possible. Knowing at least that any advisor, whether it be college, major, or faculty, will be responsive to as many emails or in-person meeting requests she/he gets as possible, will take away one obstacle that can stand in the way of students from having a good experience in undergraduate in terms of being able to focus on their actual learning and overall college experience as much as they can.

Social Sciences students' comments about the interpersonal approach of advisors included:

- just reassuring me that I'm doing okay and going in the right path. They don't necessarily have to give me things on a silver platter, but just having that reassurance would be nice from someone who has gone through that similar path.
- Have more empathy when it comes to people's situations, especially for first generation college students who are navigating college alone.
- Get advisors of color/black/indigenous/disabilities!!! This is so crucial
- be trauma informed and sensitive to students needing to take leave of absences or withdraw from courses
- major and college advisors can help come up with undergraduate plans to help alleviate student stress and making the environment more welcoming
- understand many students don't know what to ask --- they just want help and support [...] sometimes reassurance and compassion is what is being asked, not logistics

Among students with double majors in more than one academic division, comments about the interpersonal approach of advisors included:

- Be a bridge between the campus world and the outside world, and get to know me as a person
- Really get to know you. I don't mean look at your profile 10 minutes before, I mean learn about your values, your goals, your hopes and have time to work with you on how you can access the classes and resources you really need to achieve these goals.

Comments about college advising included:

- Act like they want to help me. I'm just stressed and confused, please be patient with me though I know you've probably explained it a million times. I'm almost too scared to ask my questions most of the time because it really feels like they're talking at me and telling me what to do. They also just really don't seem like they want to meet with me whenever I try to set up an appointment. I got accepted into EOP so hopefully they'll be more helpful but my first year was super stressful and I dreaded meeting with advisors.
- For college advising and major advising I think that students would feel more comfortable with being understood for their struggles. The best advisers I've met are those at EOP who validate my feelings and explain how they have felt similar situations and know what you are going through.
- more holistic understanding of student to also suggest extracurricular activities or research opportunities (as opposed to just courses to take) to make college be a fulfilling experience to the student.
- Creating a judgement free zone, as well as making informed suggestions or informed advice [...] Making themselves approachable and being organized with how they deliver their information is also helpful.
- Honesty and support are key. College advisors should be more helpful with connecting you to major advisors, if needed. Also, mental health should be taken into consideration if a student pleads their case that it affected their performance.
- I know there's a lot of kids to cover but it didn't feel very personable and didn't quite feel that comfortable to open up
- I would say to just simply say hi to students that would give them a friendly face to look forward to seeing on campus.

Accuracy and Clarity of Information

Accuracy and clarity of information was mentioned by about 1 in 10 students across divisions. See Table 14.

Table 14. Comments about accuracy and clarity of information, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Accuracy and clarity of information	11%	14%	11%	13%	12%	14%	11%

Comments by students in the Arts Division about the accuracy and clarity of information included:
- Actually give legitimate, practical advice. Too many times advisors have given blanket statements about opportunities or what I can do as a student.
- for college advisors have useful, helpful advice, and don't just google the answers -- I can do that on my own

Humanities students' comments about the accuracy and clarity of information included:
- Clarity about graduation standards and classes you take to achieve those goals, how to graduate early, internship advice
- Expanding advising departments to include more knowledgeable sources of info for students would make sense with the increased student body.
- Make it explicitly clear, and in writing, what classes are required to graduate and when they occur.

PBSci students' comments about the accuracy and clarity of information included:
- Major advising should have more knowledge of policies from other departments. Lots of students struggle to take courses outside of our department bc of the lack of communication between departments. It forces the student to run around between multiple people saying different things.
- Put more and clearer information online. Talking to faculty in general scares [... me so it is] best if I have clear questions and topics in mind before coming in.
- Give guidance on research/thesis in addition to courses, clearer communication of difference between Physics/Applied Physics.

BSOE students' comments about the accuracy and clarity of information included:
- Ensure the tools available to us are up to date and accurate. I relied mainly on the UCSC portal's academic report to keep track of my classes. It did not have every upper div class in the system and was not always accurate.
- be clear and organized about any changes made related to courses and major requirements, for example, classes that give equivalent credit (pre/post CSE).

Social Sciences students' comments about the accuracy and clarity of information included:
- Major advisors could have more clear resources on their page. It can feel like you have to go to a bunch of different places to find one simple piece of information.
- Be more clear with major advising and answering questions. I got different answers from different people when I went in for help, and it was frustrating and access to them is limited [... I am] stressed now with graduating and getting to talk to them and afraid someone is going to tell me the wrong information now.

Comments about college advising included:

- I do quite a bit of my own research before emailing or going in [... and] last year often had the experience of the advisor only telling me the information I already knew [...] so I haven't bothered to go back in this year and have only emailed about things I specifically needed their action on. So, I suppose the single thing they could do is better comprehend the level of knowledge students have coming in the door.
- In my experience, I feel like it's not as helpful to tell us that we have "plenty of time to decide" on a major, because there are prerequisites that need to be filled and classes that only come around once a year. [...] So tell students to keep the prerequisites in mind, and be aware that some majors have very inflexible paths due to course offerings/expected course completion each quarter.
- advisor after advisor told me there was no individual major option at UCSC. I spent three years meeting with dozens of various college advisors until one [...] finally told me about the individual major pathway. I cannot express in words how extremely frustrating it was to see signs around campus advertising the individual major while every college advisor I was speaking to told me I was mistaken.
- Have all peer advisors have standard knowledge so the advice given isn't inconsistent.
- I feel like there should be a note on the advising website to advertise that college advising is only for Gen Ed help. Would have saved me some time and confusion my first week.

Advice on Research and Other Opportunities

Giving advice on research and other opportunities was mentioned by 8% of students overall, with relatively more students in PBSci (11%) wanting more advice on such opportunities. See Table 15.

Table 15. Comments about advice on research and other opportunities, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Advice on research and other opportunities	7%	7%	11%	7%	8%	9%	6%

Comments by students in the Arts Division about the advice on research and other opportunities included:
- make students aware of scholarships, opportunities, advice for grad school
- If we can't land an internship what are some outlets where we can gain experience to replace an internship as this is so crucial to moving forward in the museum field.

Humanities students' comments about the advice on research and other opportunities included:
- Explain step by step plans one [can] do for grad school/research programs/[internships]
- Sometimes there are programs that I would be interested in joining but hear about them after they are finished. I do get occasional opportunities sent to me [by] email, but I find other opportunities interesting aside from my major as well [...] I would like a wider array available and easier to discover.

PBSci students' comments about the advice on research and other opportunities included:
- Directions and guidance into research within my field, actionable steps to getting into research, and introduction emails to current research faculty.
- provide resources early on in academic career to help students get involved with campus labs and REU's. Undergraduate research was the most important part of college for me, but finding it felt like I was mostly on my own.
- Help me with finding research opportunities instead of just telling me that I need it. There needs to be more help figuring out how to conduct research during the pandemic and more in-depth assistance to get the research opportunities. It is very hard to choose something to research if you don't have a deep understanding of the material being conducted in the research.
- Understanding that most take awhile to fully realize all the resources and opportunities available. Overwhelmed by all the new things, information is easily lost. The best action is giving them user-friendly curated master lists containing various links with descriptions to all resources related to that topic. So ALL the information is easily accessible and comparable from the same place. Example: linking your office hours, the TA's, plus all the school's tutoring services with description in one doc.

BSOE students' comments about the advice on research and other opportunities included:

- I would have liked to know the opportunities on campus in every aspect for my major (research, job openings, how to get to know a faculty better, etc) when I was a freshman. I keep figuring out things as I get to be a senior and realize I could have done certain things earlier.
- Major advisors should have encouraged me to join a research lab as soon as I declared. They should have been a resource that would help me get a position at the labs I liked on campus as well.
- More undergraduate research opportunities. That's the only reason to actually come to a research university. The information on the website is pretty limited. It basically says to just talk to your professor. [...] I like what I'm learning and I just want a chance to apply what I know on something other than a test.

Social Sciences students' comments about the advice on research and other opportunities included:

- Advise and encourage on the importance of getting involved in research and field studies AS SOON as a student begins their undergraduate experience as a transfer student! As well as meeting one on one with faculty members and building those relationships for grad school rec letters.
- Do their research on how to help and the options for undocumented low income students, ALL advisors should be doing this.
- Major advising could express more job or outside school opportunities related to the Cognitive Science major not just Psychology.
- Invite more clinical psychologists/cognitive scientists to speak about their careers and graduate school processes. I appreciate UCSC's research approach to studies, but for students like me pursuing hands-on careers, it's very difficult to interact with experienced clinicians and network.

Among double majors in more than one academic division, comments about the advice on research and other opportunities included:

- Assist with making sure my path during my time at UCSC is going to set me up for a promising future. Coming in, I did not know that I should immediately pursue involvement in a lab, or about the research opportunities that would allow me to get more hands on experience, and I felt lost in how to do so at first for example. Also assisting with pointers for graduate school, the process of networking, applying to jobs during school and post grad etc.
- I would love it if my major advisor could email us about undergraduate research opportunities.

Comments from undeclared students, or about college advising, included:

- Help more freshmen to get (or to try to apply, how to apply, and tips) internships, even though advisors suggest to wait for later years when your chances to do so will be bigger
- my major advisor has done an stellar job of exposing her students to opportunities on and off campus. i'd be interested if my college advisor could do the same thing.
- I feel like being able to know what the student's plan after he/she graduates in college and modify their needs such as their classes, research, and connecting them to other students that have taken that similar course or class.
- teach about all the different resources available to students.
- For college advisors to be explicit about as many opportunities as possible, such as workshops or internships, possibly through social media or email lists.

Career Support

Giving advice on research and other opportunities was mentioned by 6% of students overall, with relatively more students in PBSci (10%) providing suggestions related to career support. Comments indicate that some students are looking to major advisors for career preparation advice and resources. See Table 16.

Table 16. Comments about career support, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Career support	5%	8%	10%	4%	7%	6%	5%

Comments by students in the Arts Division about career support included:
- College advisor had diagrams for possible path careers, it would a plus if they added classes at UCSC that would help guide in those professional careers.

Humanities students' comments about career support included:
- My major and college advisors could help direct me to my next advisors; I am enrolled to start a graduate program at UCSC in the summer and have had no direction on who my advisor is, how I find that out, etc.
- The most important thing an advisor can do is to help us network for our future career.

PBSci students' comments about career support included:
- The most important is information about future options. What graduate school is like, getting a job, how to network in the field, organizations to help, etc.
- Collect experiences from people in my career path that can give me advice about their post-grad plans. I want to go to Med school, but the pre health advising is not a good resource for that.
- They can be more direct with what is required for [medical schools]. They point you to visit their website and you realize how behind you are because no one has helped you with details for classes.
- Please hire and train a pre-medical counselor. [...] The pre-med advisor is only really available to the human biology majors (from what I have heard).

BSOE students' comments about career support included:
- In terms of major advising, providing accounts of successful alumni who have gone to have good jobs, attended top graduate schools.
- It would be really helpful if major advisors (particularly in BSOE) were better prepared to help students choose useful elective classes and plan for the future (grad school or careers). The peer advisors typically don't have the knowledge to help with those kinds of questions and maybe it would be helpful if they could redirect students to a faculty advisor who could help.
- I wish one of them had advised me to get to know one or two teachers. I didn't know I should do that and I didn't know how because I'm not an outgoing person. I wouldn't know who to ask for job or grad school recommendation even though I did well in my classes.
- give advice on stuff past college and what to do with our major and how to achieve those goals
- Having a professor/someone who has worked in the industry (or has experience/connections) involving many disciplines (theoretical computer science, embedded systems, AI, Web Developer, etc) and giving advice to students on what to study to be able to properly be prepared for a career in that specialty.

Social Sciences students' comments about career support included:

- At any type of advising meeting I want to see some useful information about applying to graduate schools.
- give me real advice on how to use this major in the outside world and what type of job opportunities are given in the psychology field and what opportunities I should utilize in college to advance my career.
- I think that major advisors could be more specific and enthusiastic when talking about careers with students. It might be more encouraging to students who are really unsure of what they want to do. If you just throw out a bunch of different careers but don't talk about them as if they are interesting careers, students might not think that it would be a good path to go down.
- When it comes to major advising I think they could be more thoughtful about helping with the inclusion of other major and minors in or career and helping you out with that. Instead some usually tell you to go to the other major or minor, which takes up a lot of time. I would like for them to be aware that if we are double majoring and or minoring (or both) we don't have time to make appointments with all advisors for one question.

Among students with double majors in more than one academic division, comments about career support included:

- Assist with making sure my path during my time at UCSC is going to set me up for a promising future. Coming in, I did not know that I should immediately pursue involvement in a lab, or about the research opportunities that would allow me to get more hands on experience, and I felt lost in how to do so at first for example. Also assisting with pointers for graduate school, the process of networking, applying to jobs during school and post grad etc.

Comments from undeclared students, or about college advising, about career support included:

- they can tell me what I should actually be taking to reach my goal. For example, if I tell them I want to go to grad school I think the most helpful thing they can do is be blunt and honest about what classes a grad school admission counselor would WANT to see.
- Helping to create a realistic plan for my entire academic, undergraduate, career, with proper financing options so that I can minimize debt while also making sure that I get work experience and strong academic instruction as well.

Proactivity of Advisors

Some students talked about improving proactivity of advisors. See Table 17.

Table 17. Comments about proactivity of advisors, by division

	Arts Division	Humanities	PBSci	BSOE	Social Sciences	More than one division	Undeclared
	N = 81	N = 120	N = 350	N = 317	N = 488	N = 86	N = 663
Proactivity of advisors	9%	9%	6%	2%	6%	9%	7%

Comments about the proactivity of advisors included:

- [An advisor] sending an email telling students who they are in charge of[,] what they do[,] who they are[,] how [students] can reach out[,] during the 1st day
- Be mindful that a lot of first generation students will not reach out for help like myself because we aren't aware of it, scared, nervous, and/or probably don't even know where to begin. Send information about the classes we should begin to take as a freshmen (general probably) so we don't make mistakes and waste time taking non essential courses.
- Directly reach out and make meetings mandatory with incoming students and devise a solid, realistic plan (without judgement) with them within the first few months of them arriving at UCSC.
- They could maybe reach out more and remind us that they are available because I did want to talk to an advisor but given how busy I was, I would always forget to make time for it.
- Something that will make me visit more often the advising office, would be If the advisor make me another appoint one or two semesters later to check in that everything is going well.
- I know it's hard to keep track of so many students but it'll be great if for a general check in
- I know it's not very realistic, but for some of us being held accountable is essential. If I were able to have regularly scheduled check ups with a major advisor (especially since Covid) it might help keep me on track.
- provide automatic check-ins and an automatic check in that one is on track to gradaute during fall and winter quarter of senior year

Other Topics

Many responses fell outside of the above categories. Of the over 350 remaining comments, many suggestions covered topics such as expanding information available online, answering frequently asked questions, and navigating multiple advisors. These other comments included:

Expanding online informational resources
- More detailed FAQs. e.g. create a new "All Questions" page. Every single time an advisor hears a question that's not on the page, add it. Then, people can search that page instead of asking the advisors. It might also be worth considering creating a public advising forum in the same vein so that other students can ask follow-up questions. Creating these resources would take time, but once they were established they would save a *lot* of time for both students and advisors.

Navigating multiple advisors
- I felt very confused having multiple advisors. I felt like I had to email 3 different advisors when I wanted to minor. I feel like 1 advisor, or better communication between advisors would have been beneficial.
- I wish the college advisors had a better grasp on how things work in the different major departments, and that there was more communication between them. [...] having to coordinate between three or four people who all either don't know or are unaware of other things happening on campus is difficult when I also am unsure as to how things work
- I need [holistic] care in advising. I don't want to meet with 20 different people to access advising and resources. I want to work with one person frequently to meet all of my advising/resource needs. This would require that academic advisors assume college advisor duties, as well as needs regarding food/money/housing/etc.
- I feel like there is a large disconnect between the major and college advisors. Maybe if we were assigned a college advisor through the whole 4 years they would know us better and our circumstances. It is hard to always have to reintroduce yourself and everything going on.

Assisting students older than traditional college ages
- I feel like the focus of advisors is mostly on younger students, 18-22 y/o, which is understandable. But as an older student, I would love to get some feedback and [advice] from people who were in the same place as I.
- I'm an older first-generation student. Looking back on my meetings with my major adviser, I think because of my age, the adviser assumed I already knew and understood what it was I needed to do to complete my major. Like many other undergraduate students, I had no idea and ended up taking courses I didn't need or didn't help to complete my major requirements.

Providing rooms for advising meetings
- have them not be over the counter but have rooms where students and advisors can sit down in.

Providing food at advising meetings
- Offer incentives to check in with advisors. Offer food incentives to get people to interact more readily with advising

Building learning skills for college
- Teach us skills like confidence building, and habit formation. Or [if students] talk about the shame behind failing classes [...] turn it into the reality that we made mistakes and can change and do better. A lot of us fail [and] think we are the mistake and don't deserve to be here so people give up.

Appendix

This appendix contains summary tables as well as details on the method of classifying suggestions.

Summary Tables Accompanying Figures 1-4

Table 18. Satisfaction with departmental staff advising, among students who met with departmental staff advisors, by division

	Arts Division	Humanities	PBSci	Social Sciences	BSOE	More than one division	Undeclared
	N = 149	N = 206	N = 494	N = 872	N = 476	N = 158	N = 725
Satisfied/Very satisfied	60%	74%	51%	59%	43%	62%	58%
Somewhat satisfied/ Somewhat dissatisfied	32%	23%	37%	33%	44%	31%	37%
Dissatisfied/ Very dissatisfied	9%	3%	12%	7%	13%	7%	6%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by departmental staff

Table 19. Satisfaction with faculty advising, among students who met with a faculty advisor, by division

	Arts Division	Humanities	PBSci	Social Sciences	BSOE	More than one division	Undeclared
	N = 126	N = 130	N = 320	N = 592	N = 295	N = 107	N = 511
Satisfied/Very satisfied	63%	67%	52%	57%	45%	64%	58%
Somewhat satisfied/ Somewhat dissatisfied	30%	28%	41%	35%	43%	32%	37%
Dissatisfied/ Very dissatisfied	6%	5%	7%	8%	12%	5%	5%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by faculty

Table 20. Satisfaction with departmental staff advising, based on frequency of meetings with major advisor, across all majors, including undeclared students

	Did not meet	1-2 times	3-5 times	6 or more times
	N = 1047	N = 1927	N = 925	N = 228
Satisfied/Very satisfied	38%	51%	62%	74%
Somewhat dissatisfied/Somewhat satisfied	49%	40%	30%	18%
Dissatisfied/Very dissatisfied	13%	8%	8%	9%

Table 21. Satisfaction with faculty advising, based on frequency of meetings with faculty advisor, across all majors, including undeclared students

	Did not meet	1-2 times	3-5 times	6 or more times
	N = 2023	N = 1303	N = 514	N = 264
Satisfied/Very satisfied	43%	53%	59%	64%
Somewhat dissatisfied/Somewhat satisfied	48%	40%	35%	27%
Dissatisfied/Very dissatisfied	9%	7%	6%	10%

Summary Tables Accompanying Figures 10-12 and 14

Table 22. Satisfaction with college advising, by college

	College Nine	College Ten	Cowell	Crown	Kresge	Merrill	Oakes	Porter	Rachel Carson	Stevenson
	N = 262	N = 286	N = 274	N = 314	N = 268	N = 281	N = 231	N = 278	N = 291	N = 290
Satisfied Very satisfied	56%	49%	48%	55%	46%	51%	49%	49%	53%	49%
Somewhat satisfied/ Somewhat dissatisfied	38%	42%	43%	39%	43%	40%	42%	41%	38%	40%
Dissatisfied/ Very dissatisfied	6%	9%	9%	6%	11%	10%	10%	10%	9%	11%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by school or college staff

Table 23. Frosh/sophomores' satisfaction with college advising, by college

	College Nine	College Ten	Cowell	Crown	Kresge	Merrill	Oakes	Porter	Rachel Carson	Stevenson
	N = 72	N = 84	N = 67	N = 98	N = 60	N = 70	N = 53	N = 57	N = 77	N = 83
Satisfied Very satisfied/	61%	61%	49%	68%	48%	57%	51%	46%	56%	51%
Somewhat satisfied/ Somewhat dissatisfied	35%	36%	48%	29%	40%	34%	40%	44%	42%	39%
Dissatisfied/ Very dissatisfied	4%	4%	3%	3%	12%	9%	9%	11%	3%	11%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by school or college staff

Table 24. Juniors/seniors' satisfaction with college advising, by college

	College Nine	College Ten	Cowell	Crown	Kresge	Merrill	Oakes	Porter	Rachel Carson	Stevenson
	N = 189	N = 200	N = 207	N = 216	N = 208	N = 211	N = 178	N = 221	N = 214	N = 207
Satisfied Very satisfied/	54%	44%	48%	49%	46%	49%	48%	50%	52%	49%
Somewhat satisfied/ Somewhat dissatisfied	39%	45%	42%	44%	43%	41%	42%	40%	36%	41%
Dissatisfied/ Very dissatisfied	6%	12%	11%	7%	11%	10%	10%	10%	11%	11%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by school or college staff

Table 25. Frosh/sophomores' satisfaction with college advising, based on frequency of meetings with college advisor

	Did not meet	1-2 times	3+ times
	N = 331	N = 503	N = 220
Satisfied/Very satisfied	42%	53%	62%
Somewhat dissatisfied/Somewhat satisfied	51%	41%	30%
Dissatisfied/Very dissatisfied	7%	6%	8%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by school or college staff

Table 26. Juniors/seniors' satisfaction with college advising, based on frequency of meetings with college advisor

	Did not meet	1-2 times	3+ times
	N = 380	N = 638	N = 364
Satisfied/Very satisfied	37%	46%	56%
Somewhat dissatisfied/Somewhat satisfied	49%	44%	35%
Dissatisfied/Very dissatisfied	15%	10%	9%

Question text: How satisfied or dissatisfied are you with each of the following aspects of your educational experience overall?: Academic advising by school or college staff

Details on Method of Classifying Suggestions

As part of our analysis, we developed an algorithm that seeks and finds words, or short phrases where appropriate, and assigns comments to specific categories about advising. In addition to the phrases mentioned below, we also accounted for some misspellings and for differences in capitalization. Comments could be counted in one or more categories. See Table 27.

Table 27. Key words and phrases used in determing categories for comments

Academic planning	4 year plan, academic path, academic plan, alternate, alternative, backup major, being offered, choices of class, choose, choosing, class paths, classes I need, classes I want, connect with their students, connect with us, course choice, course menu, course offerings, courses, decide my major, declaration, detailed path, enrolling, expectations, explain what to do, figure out what to do, figure out, get into, getting into, goals, graduate status, graduation, have to do, help with classes, impacted, in 4 years, in four years, kinds of course, know what to do, lay out, major required, manage my classes, map out, navigate, need to graduate, need to take, next steps, on track, on what to do, options, order to take classes, pathway, pick classes, pick my classes, pick out my classes, plan, point me, possible majors, prerequisite, progress, recommend classes, recommend course, recommended classes, recommended course, required classes, requirement path, requirements, right track, road map, roadmap, schedule, suggest classes, timeline, to graduate, transition, undeclared, understand what to do, upper-div, what classes, what classes, what courses, what I want, what major, what path, what to do, where exactly they should start, which classes
Accessibility of advisors	access, accessibility, accessible, appointment slots, appointments, availability, available, booked, busy, contact method, drop in hours, drop in, easier to meet, email, enough advisors, forced, get an appointment, have meetings with advisers, hire more, in a rush, influxes of students, longer office hours, make appointments, mandatory, meet with advisors, meet with me when I try, meet with us in person, meeting students often, meeting time, meeting with them easier, more advisors, more availability, more available, more staff, non peer, number of advisors, office hours, peer adviser, peer advisor, scheduling an appointment, scheduling, second advisers, time, too many students, understaffed, wait hours, without an appointment
Interpersonal approach (delivery of advice)	accommodating, approachable, be kind, be patient, care [whole word only], communicative, considerate, disabilities, empathetic, empathize, empathy, encouraging, feel more seen, friendly, full attention, get to know, honesty, human being, inclusive, irritable, kindness, lenient, like an equal, listen, mental status, motivated, motivation, nicer tone, of color, patient with me, personable, personal, reassurance, respect, rude, sensitive, supportive, understanding, unique, welcoming
Accuracy and clarity of information	accurate, clarity, clear, correct, google everything, googled, honest [whole word only], inaccurate, just google, knowledgable, knowledge of, knowledgeable, more knowledge, not google, realistic, truth, wrong
Proactivity of advisors	announcements, check in, check up, check-in, communication, follow up, follow-up, frequent updates, in touch, reach out, reaching out, require meetings, requiring that we meet
Advice on research and other opportunities	after opportunities, all resources, all the opportunities, different resources, get involved, intern opportunity, internship, interships, job prospects, more opportunities, opportunities outside, other opportunities, outside opportunities, outside school opportunities, production opportunities, projects, provide resources, research, scholarships, to campus resources, to opportunities, to professionals, to resources, volunteer
Career support	career, grad school, graduate program, graduate school, insight about jobs, job opportunities, med school, medical school, past college, post graduation, post-grad, premed, pre-med, resume, work opportunities, workforce