

## Advising Matters: Report on the Survey of Second Year Persisters

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Advising Matters is a multi-year institutional study of how students use and value advising services and resources on campus. Previous studies of undergraduate student experiences suggest that advising resources are important, yet disparate and uneven in utility and value. Through this longitudinal study we hope to identify both formal and informal networks of information for student advising; to capture student perceptions of the quality of information provided from various advising resources; to learn what sources of advising information are most influential when students make various advising decisions; and to gather thoughts about how to improve advising.

The *Advising Matters* project includes a two-pronged approach:

- A longitudinal component is following the freshman class of 2012 over several years
  - An initial survey was administered during Fall 2012 to a sample of students who entered as freshmen in Fall 2012 (*Advising Matters: Report on the Initial Survey of the Entering Freshmen Fall 2012*, July 2013).
  - A series of focus groups with this cohort of students were conducted in Spring 2013 (*Advising Matters: Report on First Year Student Focus Groups*, December 2013).
  - **In Fall 2013, a second survey was administered to the cohort. This report reviews the results from the second survey of this cohort.**
- The baseline survey was a single snapshot view of the experiences of students over the course of their first year at UIC. The survey was administered during Fall 2012 to a sample of students who entered as freshmen in Fall 2011 (*Advising Matters: Report on the Survey of Second Year Students*, June 2013).

This document reports on second year students from the Fall 2012 entering freshman class, reflecting on their advising experiences over the course of their first year. This report details the findings of the Fall 2013 survey administration. Additional reports will examine:

- the Fall 2013 survey results in contrast to the Fall 2012 survey (of the Fall 2011 cohort)
- Changes over time of this cohort (entering Fall 2012) by contrasting the findings of the survey of students as they entered in Fall 2012 and the findings from the Spring 2013 focus group interviews.

### Advising Defined

We focus on advising as distinct from academic support – that is, the myriad tutoring and learning centers available on campus. We limit the scope of the study to include the advising related to decisions about courses, major, and career; including course selection and scheduling. While we are limiting the scope of this study to this definition of advising, we acknowledge that students obtain information from multiple sources, sometimes cross referencing or triangulating information sources to come to decisions related to courses, major, and career. Consequently, the survey instrument was designed to capture all responses that fit within our definition of advising.

## Survey Administration

### The Instrument

This survey was designed to gather students' reflections on their advising experiences over the course of the first year. The electronic survey was administered in the fall of the students' second year (Fall 2013). The survey gathered students' thoughts on the sources of information; quality, value (trust) and accessibility of information received. Student enrollment and academic performance data were collected from student records to supplement the survey data.

Specifically, the survey questions covered the following:

- From which resources the students sought advising, including:
  - College advising offices
  - Individual faculty and academic departments
  - Support services and resource offices (See Table 3 for a full listing of services and resources.)
  - Informal networks – both on and off campus (e.g., family, friends, etc.)
  
- The types of information that the student sought from each resource, within the following list:
  - Guidance on academic requirements
  - Guidance on selection of major
  - Course selection
  - Information about academic policies (e.g., course withdrawal, course repeat, etc.)
  - Career planning
  
- The value of the information received from each resource, specifically asking (each with a 5 point Likert scale response):
  - How knowledgeable was the advising from the resource?
  - A rating of the overall quality of advice from the resource.
  
- Students were also asked about use of non-person resources such as *my.UIC* - the online student portal and the UIC Catalogue tools.
  
- To conclude the survey, students were asked two open-end response items. The items were: *Overall, what source of advising has been most influential to your academic decisions at UIC? ; and Please give us any feedback that you have about your advising experiences at UIC.*

### The Sample

The sample was drawn from the population of UIC undergraduates who entered as new freshmen in the Fall 2012 term and were enrolled in the Fall 2013 (returned for their second year). Under these criteria, 2484 students were eligible. We first selected the students who were part of the Fall 2012 survey sample (N=964). An additional 236 students were randomly selected from the balance of the persisting student population for a total sample of 1200 students. See Table 1 for details about the sample design.

**TABLE 1: Explanation of Sample Design for Fall 2013 Survey**

	Enrolled		
	Fall 2012 Initial Survey	Fall 2013	
Population Fall 2012 Freshmen	3123	2484	
Fall 2012 Sample	1200	964	
Randomly Selected Additional		+ 236	
<b>Fall 2013 Sample</b>		<b>1200</b>	<b>230</b> ← Responses detailed in this report
Fall 2012 Respondents (included in Fall 2012 sample above)	390	322	108 <i>(# participating in both surveys)</i>

The sample represented all freshman-admitting undergraduate colleges (AHS, CADA, CBA, Education, Engineering, and LAS). Students enrolled in the Honors College were represented in all the academic colleges. The racial/ethnic distribution of the sample closely reflected the eligible student population racial/ethnic distribution. A total of 230 students completed the survey. The response rate overall was 19%. A detailed table of the eligible students, sample and respondents is found in Table 2.

**TABLE 2: Description of Sample and Respondents**

	Population	Sample	Respond	%Distribution			Response Rate
				Population	Sample	Respond	
<b>AfrAmer</b>	195	96	14	8%	8%	6%	15%
<b>Hispanic</b>	721	341	63	29%	28%	27%	18%
<b>Asian</b>	697	331	68	28%	28%	30%	21%
<b>Caucasian</b>	697	340	69	28%	28%	30%	20%
<b>Other</b>	174	92	16	7%	8%	7%	17%
	2484	1200	230				19%
Fall 2013 college							
<b>CBA</b>		137	25		11%	11%	18%
<b>EDUC</b>		22	5		2%	2%	23%
<b>ENGR</b>		136	17		11%	7%	13%
<b>A &amp; A</b>		54	8		5%	3%	15%
<b>LAS</b>		815	170		68%	74%	21%
<b>AHS</b>		36	5		3%	2%	14%
		1200	230				19%

## Survey Results

The results from the survey will be reported in two parts. The first part will report on each group of advising resources separately (e.g., college advising offices; support services and resource offices; etc.). We briefly discuss how students triangulate information across resources, (e.g., use of college advising, friends and support services). The second section addresses the students' responses to the open-ended questions.

A tabulated summary of students' use of all the resources in the survey is found in *Appendix A: Use of Services Summary Tables*. The tables note the number of students who reported that they used each advising service, the frequency of use, and the types of advice sought (from the list of: academic requirements, course selection, major choice, academic policies, and career guidance). The complete listing of quality ratings of each resource is found in *Appendix B: Quality Rankings of Advising Resources*. The table includes the number of students who used the particular service and the average quality ratings on each of the quality of advising dimensions – How knowledgeable was the resource? and Overall quality of advice from the resource.

### College Advising Offices

Almost all of the students (99%) used at least one college office over the prior 12 months (since first enrolling at UIC). Some specifics include:

- ✓ 75% of the students used only one college office, 24% used multiple college offices in seeking advising;
- ✓ 23% used 2 different college offices, 1% used 3 or more different offices;
- ✓ Of the students who used more than one college office, 54% used Honors College advising in conjunction with advising from one of the nine undergraduate line college advising offices (e.g., Honors and Nursing or Honors and LAS);
- ✓ 24 students switched majors and colleges from when they first enrolled (fall 2012) to year two (fall 2013) when the survey was administered, (thus, explaining the multiple office use for some students).

It is not surprising that only 1 student reported seeking guidance from the School of Public Health (SPH) and only 1 student from the College of Public Policy & Urban Planning (CUPPA). Of the colleges that enroll undergraduate students, 3 of the colleges enroll students only at the upper division level – SPH, CUPPA and Nursing. That is, students enter the undergraduate degree program at junior standing after taking prerequisites in other UIC colleges (primarily LAS) or as transfer students. Students who plan to enter the programs in these colleges may consult with advisors in both the college of present and future enrollment.

### Faculty and Academic Departments

The survey asked students if they sought academic advising from an individual faculty member, independent of the formal college advising programs. The survey did not ask for names of departmental affiliation of the faculty member. A total of 111 students (48% of the respondents) indicated that they discussed matters of academic advising with a faculty member. The faculty received generally high marks for quality of advising, and were viewed as especially approachable.

When asked if they sought advice from a departmental advising office, a total of 64 students named 28 different departments within the Colleges of Business Administration (3), Architecture, Design and the Arts (4), Education (1), Engineering (2) and Liberal Arts and Sciences (54).

### Support Services and Resource Offices

Support services and resource offices include a range of academic and student support units on campus. In some instances, (e.g., AAAN, LARES), the offices provide academic support with ties to college advising networks. In other instances, (e.g., Career Services), services are related to specific types of academic support. In general, the units may provide advice on general academic topics. A total of 14 offices or units that provide student support services were listed in addition to the option to report interactions with a UIC staff member, not affiliated with any of the offices named or a Campus Housing resident advisor (RA). The complete list of resources is found in Table 3.

ACE – Academic Center for Excellence	Project Chance
AAAN – African American Academic Network	ROTC
AARCC - Asian American Resource and Cultural Center	Study Abroad
Athletics	TRIO Program
Career Services	UHP - Urban Health Program
GPPA - Guaranteed Professional Program Admissions	USC- Undergraduate Success Center
LARES – Latin American Recruitment and Educational Services	Resident Advisor/Housing Staff
NASP - Native American Support Program	Other UIC Staff

The survey results highlight which resources were used by students:

- ✓ 123 students (53%) had used at least one of the resources during their first year, with 51 students using a combination of the resources;
- ✓ 107 students indicated that they did not use any of the listed resources;
- ✓ Support service\_resources receiving the most mentions included: Study Abroad (36), Career Services (25), Housing Staff (25), and LARES (21);
- ✓ 'Other UIC Staff' – staff not affiliated with any of the offices listed received the most mentions with 37.

In some instances the types of advising sought from a resource is tied to its mission. For example, students primarily used the Career Services Office for guidance on career. On the other hand, guidance from AAAN, GPPA, LARES, RA/Campus Housing staff provided guidance across the spectrum of academic requirements, major choice, course selection, academic policy and career choices. The GPPA office and the Undergraduate Success Center received high ratings in quality of advice while the GPPA office and Project CHANCE received high rankings as knowledgeable.

### Informal Networks

Informal networks include family, on-campus friends, off-campus friends, teachers or other adults from high school and other non-UIC individuals who have advised the student. A total of 214 students (93% of the respondents) used one of the categories of informal networks and 65% of the students used multiple informal networks. The most commonly acknowledged informal network resource is on-campus friends; followed by family members, off-campus friends, high school teacher, and other non-UIC person.

Students reported frequent interactions with informal networks on a variety of advising topics, yet the slightly lower quality and knowledge ratings suggest that students viewed the advice with some caution relative to the other sources of advising.

### On-line UIC resources

Ninety-three percent of the students used on-line resources – the UIC website, *my.UIC* student portal, and the catalogue to guide them in academic advising. In all instances, use of online resources was paired with an in-person resource(s) – such as a college advising office, faculty member or student support service.

### Combined Advising Resources

It is interesting to note the triangulation or combinations of resources with which the students engaged. All of the students who used on-line resources also used college advising. In addition, of the students who used college advising and on-line resources:

- ✓ 59% also used at least one of the support services/resource offices,
- ✓ 95% also sought information (family/friends) network, and
- ✓ 58% received advice from at least one faculty member

Over 45% of students sought academic advice from all categories of resources named in the survey – college offices, faculty, student support services, on-line resources and the informal networks of family and friends. Quality and knowledge rankings shed some light about how students weigh each resource, but whose advice carries the most influence remains unresolved in the quantitative responses. The open-ended questions provide some insights into the value attributed to and influence of various advising resources.

## Students' Responses to Open-Ended Questions

At the end of the survey, students were asked two open-ended questions:

- *Overall, what source of advising has been **most influential** to your academic decisions at UIC?; and*
- *Please use the space below to **give us any feedback** that you have about your advising experiences at UIC.*

The 190 responses regarding the most influential advising resource were distributed as follows:

- ✓ 42% of the students found college or departmental advisors to be most influential
- ✓ 24% turned to friends or family as most influential
- ✓ 13% depended most on student support services
- ✓ 12% depended most on Honors College or GPPA advisors
- ✓ 6% self-advised, using electronic advising websites
- ✓ 3% turned to faculty as most influential
- ✓ The remaining 3% turned to a resident advisor, a counselor, or another UIC staff member

While almost all students (99%) reported that they saw a college or departmental advisor at some point in their first year, only 42% regarded the college academic advisor as most influential when they actually made an academic decision. It is important to note, however, that an additional 12% viewed their Honors College or GPPA advisors as most influential. Thus, a total of 54% of the students were influenced most by individuals who are in a formal academic advising role. The other half of the students turned to friends, family members, faculty, support services staff.

While 48% of the survey respondents indicated that they discussed matters of academic advising with a faculty member, only about 3% considered faculty advice most influential in making academic decisions. For about 13% of the respondents the most influential source of academic advice was from a student support unit. Another 3% found advice from a resident advisor, a counselor, or another UIC staff member most influential.

Six percent self-advised, using non-person electronic resources. That is, students reported that use of electronic advising websites (e.g., *my.UIC* and the online undergraduate catalogue) were the most influential tools when making academic decisions.

A brief review of student suggestions reveals some of the reasons behind their choices regarding academic advice. About 55% of all survey respondents (127) provided written feedback about their advising experiences. The feedback fell into three response categories: students who were positive or very positive about the advising they received (37%); students who reported both positive and negative experiences (11%); and students who had negative or very negative experiences (34%). Students in all three categories related suggestions for the improvement of advising.

Content analysis across all student responses regarding advising feedback revealed that suggestions clustered into three categories: advisor knowledge; advisor demeanor and professionalism; and advisor access. Brief descriptions and representative quotes are provided for each of the following categories:

## Advisor Knowledge

The largest category of advising suggestions was directed to advisor knowledge, and while in most of those comments students stated that they want advisors to be generally knowledgeable, a number of students were more specific about the type of information they expect that they should be able to get from their advisor(s).

- Advisors should be **generally knowledgeable**.

"I always have a slightly informative experience with the LAS advisor. I wish advisors were familiar with the courses. I had a question about a minor in psych and went to the LAS advisory. They directed me to the psych department advisory, and when I went to the psych advisor he directed me back to LAS. I wanted to add a minor. I asked the LAS advisor whether minor shows up on transcript, and my advisor wasn't sure. She told me to ask the psych advisor. Same experience I had with selecting courses. I think all advisors should be familiar with the courses and minors."

- Advisors should provide advice about **course availability to assist with timely degree completion**.

"Counselors should inform us about classes that are only offered certain semesters so that we can complete our degree on time. Otherwise we're just taking random classes and have awkward gaps during the rest of the semesters."

- Advisors should be **accurate and consistent** in the information and advice that they provide.

"So far my experiences have been good, but a lot of people have told me counselors say different things every time, and that worries me."

"Students should be able to easily schedule an appointment with any kind of advisor and be provided useful information."

- Advisors should have specific information **tailored to my academic needs**.

"LAS advising didn't seem to help much at all. Whenever I asked questions, it seemed like the answers were always very vague, leaving me more confused on what choices I should make regarding my schedule and future plans at UIC."

- Advisors should be able to help students to **choose a major and career**.

"Help give students that are undecided more information about majors and what careers that can result from them. Help advise undeclared students more on their upcoming major decision."

"Maybe help student that don't know what to major in by giving them a personality inventory to see what their interests are. They should also have a list of majors that can correlate with Pre-Med, Pre-Dentistry, and other pre-professional programs, to guide students on what to major in."



- Advisors should know more about the **differences in majors and major requirements**.

“I wish some of the advisors were more knowledgeable about major courses and requirements. They often do not know that much and just suggest us students pick our own courses. I would like the advisors to actually be able to offer specific suggestions and advice on which classes to take.”

- Advisors should have information and advice about the **level of difficulty of courses**.

“Advisors in the College of Business know very little about actual courses and professors. I was given a list of courses to possibly take this semester, and realized that they are much more difficult than I was expecting. Someone should have warned me that taking two 300 level classes, along with the rest of my busy course load, was not a good idea.”

- Advisors should be able to advise on **reasonable course load** given the student’s record.

“As a psychology major, the psych advisors helped me plan the courses in an orderly manner that would suit my minor and major. I also had great help from an advisor in the Liberal Arts & Sciences with an educational goal, and how to fit that in with the other courses I need for my major and minor.”

- Assign counselors **specific areas in LAS**.

“LAS advisors need to be more knowledgeable of what they're talking about. If there are too many departments/courses/majors for them to worry about, then maybe try breaking it down and assigning the counselor a specific area in LAS.”

#### Advisor Demeanor and Professionalism

Another large category of advising suggestions was directed to advisor demeanor and professionalism. Students want their advisors to demonstrate that they care about them by giving them undivided attention during advising sessions, and by being helpful and encouraging.

- Advisors should be **caring, helpful and encouraging**, not disinterested or rushed when meeting with advisees.

“I really think that an advisor should not tell you not to pursue a major just because a certain subject is not your strongest one. They should encourage you and advise you to do better or give advice on how to study better.”

“I feel very rushed when I go in to get academic advising. I also feel like the information I am receiving is not the most beneficial for me, it is more beneficial for the university. For example, the UIC pre-nursing track can be two or three years depending on how advanced you want to be in your course work. I was told I should go the three year route even though I am an Honors College student and can handle a difficult course load. Very impersonal and didn't want to talk to me.”

- Advisors should **send their advisees information**/ e-mails regarding updates or changes in major requirements.

“My advising experience has been good so far. I would recommend that advisors email their students notifying them about any changes or updates to the requirements for my major. Many times I hear about updates through my friends and am never sure about what is true and what is not. I would really appreciate more emails from advisors.”

#### Advisor Access

Finally, there were a few students who made suggestions related to their access to advisors.

- A few students suggested that they should have a **permanent advisor**.

“Every time I go to advising they never give me specific answers on how to do things, which is not helpful at all. It is also not helpful that we don't have a specific advising counselor that we always go to.”

“Although it's good that there are a lot of advisors, it [would] be better to have a 'permanent' advisor for a student so then the student won't get confuse of who will be the advisor.”

“Honors college is a good resource since we are given same advisor for at least freshman year, however it would be nice if we could stick with the same advisor for all four years.”

- The **wait-time** to see an advisor should be reduced.

“Please make the wait for an advisor at the LAS Advising Office shorter. Twice, I have gone in and had to leave before seeing a counselor because I had class an hour later. ”

- There shouldn't be **advising gaps when transferring** from one college to another.

“I transferred from LAS to CBA and that proved very difficult because there seems to be a yawning communication gap between the two colleges. I think a closer link between all the colleges (or just an easier way for their counselors to communicate) would make it easier for students looking to transfer colleges.”

- Make students [LAS] **more aware** of advising.

“UIC students are unaware of the advising offices available at UIC. Some of the advisers (Honors College) are not adequate enough to help with choosing the right classes.”

## Final observations

As mentioned at the beginning of this report, previous studies have suggested that advising resources at UIC are disparate and uneven in quality. Students rated their advising experiences on two characteristics -- 'How knowledgeable was the advising resource?', and a rating of the overall quality of advice. Students distinguished between the various advising resources they used in both knowledge and quality ratings. (See Appendix A and B)

As a group, students receive academic advising from college offices more often than any other type of resource (99%). This is not surprising given the almost uniform policy of 'mandatory' advising for first year students. Eighty-nine percent (89%) of the students reported using on-line UIC resources (e.g., web catalogue), and 93% reported using some type of informal network guidance from family or friends. About one-half of the students reported consulting any of the 14 student support units or resources during their first year at UIC. It is quite evident that students consult with, and then triangulate, their advising resource information. Given that this practice is common, it is important for the campus to assure that all student support units are well informed on campus academic policies.

Students' responses to the open-ended questions provided more specificity. The students' most influential source in making academic decisions covered the full range of advising resources, but most often were college and departmental advisors, followed by family and friends.

This report is the third snapshot advising assessment for this cohort of students since they entered in the Fall of 2012. An initial survey of students shortly after beginning their UIC studies during fall 2012 provided an initial context, a subset of the students were interviewed during a series of focus group discussions in Spring 2013, allowing for a more in depth of understanding, and this survey provides further context regarding their UIC advising experiences.

Forthcoming reports will examine:

- the Fall 2013 survey results in contrast to the Fall 2012 survey (of the Fall 2011 cohort)
- Changes over time of this cohort (entering Fall 2012) by contrasting the findings of the survey of students as they entered in Fall 2012 and the findings from the Spring 2013 focus group interviews.

Appendix A: Summary of Use of Advising Resources

Summary of Responses - College Advising Offices and Faculty					
College Office	Count	Use of resource over last 12 months		% reporting that resource is Extremely or Very Knowledgeable	% Rating quality of advice as Excellent or Good
		1 to 3	4 or more		
CADA	9	8	1	33%	89%
AHS	7	7		86%	100%
CBA	28	22	6	54%	68%
EDUC	9	7	2	67%	89%
ENGIN	18	14	4	89%	89%
LAS	163	121	43	51%	66%
NURS	8	8		100%	88%
CUPPA	1	1		100%	100%
HONORS	46	27	19	72%	87%
SPH	1	1		100%	100%
NONE	2				
Multiple College Offices	56				
<b>UIC FACULTY</b>	<b>111</b>			76%	86%
Students indicating Faculty Advising - College of Enrollment					
CBA	14				
EDUC	3				
ENGIN	9				
CADA	4				
LAS	79				
AHS	2				

Summary of Responses - Student Support Units and Resources									
Support Unit	Count	%	Reason?					% Reporting that resource is Extremely or Very Knowledgeable	% Rating quality of advice as Excellent or Good
			Acad Req	Major Selection	Course Selection	Acad Policies	Career Planning		
ACE	11	5%	6	4	5	2	5	82%	91%
AAAN	13	6%	7	3	7	3	2	54%	85%
AARC	10	4%	5	2	5	1	3	60%	50%
Athletics	3	1%	1	0	2	1	0	33%	67%
Career	25	11%	8	10	7	3	18	40%	72%
GPPA	13	6%	11	3	9	2	3	92%	92%
LARES	21	9%	15	7	14	8	4	76%	86%
NASP	1	0%	1	0	0	1	1	100%	100%
CHANCE	5	2%	3	1	2	2	0	100%	80%
ROTC	2	1%	0	2	2	0	2	100%	100%
Study Ab	36	16%	14	2	13	7	5	81%	83%
USC	15	7%	6	9	6	5	3	80%	67%
UHP	0		0	0	0	0	0		
TRIO	5	2%	4	2	4	2	2	60%	40%
RA	25	11%	13	6	12	9	4	60%	68%
UIC Staff	37	16%	26	16	22	15	19	86%	89%
None	101	44%							
Catalogue	95	41%							
Website	195	85%							
Neither	26	11%							

Summary of Responses - Informal Networks						
		Reason?				
		Acad Req	Major Selection	Course Selection	Acad Policies	Career Planning
Family Members	146	35%	58%	51%	15%	66%
Friend(s) <b>from UIC</b>	180	54%	41%	81%	36%	27%
Friend(s) <b>not from UIC</b>	97	24%	47%	47%	15%	55%
HS teacher, counselor, etc	32	44%	53%	53%	16%	81%
Other non-UIC resource	37	32%	49%	27%	16%	54%
None	16					
		How Knowledgeable?		How rate quality of advice?		
		Extremely or Very Knowledgeable		Excellent or Good		
Family Members		50%		78%		
Friend(s) <b>from UIC</b>		58%		77%		
Friend(s) <b>not from UIC</b>		33%		60%		
HS teacher, counselor, etc		53%		81%		
Other non-UIC resource		54%		73%		

## Appendix B: Average Quality Ratings

<b>Knowledge and Quality Ratings</b>					
<i>How knowledgeable? 1=Extremely; 5=Not at all</i>					
<i>How rate quality of advice? 1=Excellent; 5=Very Poor</i>					
<b>College Offices</b>	Count	<b>Knowledgeable</b>		<b>Quality</b>	
		Mean	Std Dev	Mean	Std Dev
CADA	9	2.56	0.726	1.89	0.601
AHS	7	1.71	0.756	1.57	0.535
CBA	28	2.32	0.983	3.11	1.031
EDUC	9	2.11	1.054	1.78	0.667
ENGIN	18	1.94	0.539	1.83	0.618
LAS	163	2.42	0.831	2.17	0.828
NURS	8	1.50	0.535	1.88	1.356
SPH	1	1.00		2.00	
CUPPA	1	1.00		1.00	
HONORS	46	2.02	0.882	1.67	0.762
<b>Avg - All Colleges</b>		2.26		2.02	
Faculty Member	111	1.95	0.813	1.77	0.852
<b>Student Support Units</b>					
ACE	11	1.82	0.751	1.73	0.647
AAAN	13	2.46	0.967	1.77	0.927
AARC	10	2.10	0.876	2.30	1.059
Athletics/Port	3	2.67	1.528	2.67	1.155
Career Services	25	2.44	1.003	2.08	0.954
GPPA	13	1.46	0.66	1.38	0.650
LARES	21	1.90	0.889	1.71	0.717
NASP	1	2.00		2.00	
CHANCE	5	1.60	0.548	1.80	0.837
ROTC	2	1.50	0.707	1.00	0.000
TRIO	5	2.40	1.673	2.60	1.140
Study Abroad	36	1.89	0.785	1.94	0.955
USC	15	1.67	0.976	1.45	0.688
Housing	25	2.24	0.831	2.12	0.833
Other UIC Staff	37	1.76	0.683	1.62	0.681
<b>Avg - All Units</b>		1.97		1.85	
<b>Informal Networks</b>					
Family	146	2.41	0.944	1.95	0.768
Friends (UIC)	179	2.29	0.851	2.04	0.682
Friends (Not UIC)	96	2.76	0.903	2.31	0.758
HS Teacher/ Counselor	31	2.06	0.892	1.77	0.762
Other Non-UIC Resource	37	2.49	1.044	2.11	0.906
<b>Avg - All Non-UIC</b>		2.42		2..5	