Advising Matters: Report on the Survey of Second Year Students

Patricia Inman
Office of Vice Provost for Academic and Enrollment Services

Celina Sima
College of Education

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 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. The baseline survey is 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. This report on the baseline survey provides a context for the longitudinal study. It is especially relevant in light of the changing advising landscape on campus with the implementation of aspects of the *Undergraduate Student Success Plan*.

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 as a snapshot of the Fall 2011 New Freshman Cohort reflecting 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 2012).   The survey gathered students' reflections of 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:

➢ from which resources the students sought advising, including:
  - College advising offices
  - Individual faculty and academic departments
  - Support services and resource offices (e.g., AAAN, LARES, ACE, Campus Housing staff, ROTC, etc.)
  - 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

➢ Providing a value to the information received from each resource, specifically asking (each with a 5 point Likert scale response):
  - How knowledgeable was the advising from the resource?
  - How helpful was the information provided the resource?
  - How approachable was the resource?
  - To what extent did the resource care about the student's academic success?
  - 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.

➢ Students were asked two open-end response questions to end the survey. The questions 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 2011 term and were enrolled in the Fall 2012 (returned for their second year). Under these criteria, 2420 students were eligible. A total of 630 randomly selected students were invited to participate in the survey. The sample represented all freshman-admitting undergraduate colleges (AHS, A & A, CBA, Education, Engineering, and LAS). The racial/ethnic distribution of the sample closely reflected the eligible student population racial/ethnic distribution. A total of 184 students completed the survey. The response rate overall was 29%. A detailed table of the eligible students, sample and respondents is found in table 1.

TABLE 1: Eligible Population, Sample and Respondents							
	Population [1]		**Sample**		**Respondents**		*Response Rate [2]*
	Count	*Distribution*	Count	*Distribution*	Count	*Distribution*	
A & A	149	*6.2%*	31	*4.9%*	6	*3.3%*	*19.4%*
AHS	82	*3.4%*	17	*2.7%*	6	*3.3%*	*35.3%*
CBA	183	*7.6%*	44	*7.0%*	16	*8.7%*	*36.4%*
Education	42	*1.7%*	10	*1.6%*	2	*1.1%*	*20.0%*
Engineering	257	*10.6%*	78	*12.4%*	23	*12.5%*	*29.5%*
LAS	1707	*70.5%*	450	*71.4%*	131	*71.2%*	*29.1%*
	2420		630		184		*29.2%*
Honors [3]	325	*13%*	93	*14.8%*	43	*23.4%*	*46.2%*
Afr Amer	181	*7.5%*	60	*9.5%*	17	*9.2%*	*28.3%*
Hispanic	611	*25.2%*	150	*23.8%*	34	*18.5%*	*22.7%*
Asian	658	*27.2%*	169	*26.8%*	58	*31.5%*	*34.3%*
Caucasian	825	*34.1%*	216	*34.3%*	63	*34.2%*	*29.2%*
Other	145	*6.0%*	35	*5.6%*	12	*6.5%*	*34.3%*
	2420		630		184		*29.2%*

NOTES:
[1] The eligible population is all students who entered as freshmen in Fall 2011 and returned for year 2, registered in Fall 2012.

[2] The response rate is the number of respondents divided by the number in the sample.

[3] Honors College students are distributed across the undergraduate colleges.

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 Table*. The table notes 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 is *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?; How helpful was the information provided by the resource?; How approachable was the resource?; To what extent does the resource care about your academic success at UIC?; and Overall quality of advice from the resource.

College Advising Offices

Almost all of the students (98%) used at least one college office over the prior 12 months (since first enrolling at UIC). Some specifics include:
- ✓ 76% of the students used only one college office, while the remaining 23% used multiple college offices in seeking advising,
- ✓ 20% used 2 different college offices, 3% used 3 or 4 different offices
- ✓ The colleges most frequently associated with a multiple office combinations are LAS and Honors College.
- ✓ 17 students (9%) switched majors and colleges from when they first enrolled (fall 2011) to year two (fall 2012) when the survey was administered, (thus, explaining the multiple office use for some students).

The purpose for seeking advice from a college advising office covered the range of topics (academic requirements, selection of major, course selection, academic policies, career planning). Students were able to indicate all the topics that applied. Across colleges:
- ✓ 76% indicated the type of advice sought was *guidance on academic requirements*;
- ✓ 77% indicated the topic was *course selection*;
- ✓ 39% sought information on *academic policies*.
- ✓ 36% of the students indicated discussing *guidance on selection of major;* and
- ✓ 26% of the students spoke with a college advising office about *career planning*.

The most common <u>combination of reasons</u> for seeking advice from a college advising office was related to *guidance on academic requirements and course selection*. This is expected since mandatory freshman advising requires that students consult with a college advisor prior to course registration for the upcoming term.

The College of A & A received the highest quality ratings of the college offices on each of the quality dimensions – knowledgeable, helpful, approachable, concern about student success and overall quality of advice. Education received the lowest quality ratings of the colleges (and of any resource included in the survey). However, it is important to note that only three students reported using Education advising.

Faculty and Academic Departments

When asked if they sought advice from a departmental advising office, a total of 54 students named 19 different departments within the Colleges of Applied Health Sciences (1), Business Administration (2), Architecture and the Arts (1), Engineering (4) and Liberal Arts and Sciences (11).

The survey also 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 112 students (61% of the respondents) indicated that they discussed matters of academic advising with a faculty member. When students engage with faculty, the topic(s) most frequently covers: course selection, and academic requirements, followed by selection of a major and career planning, and finally, academic policy questions. Faculty received generally high marks for quality of advising, and viewed as especially approachable.

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, Disability Resource Center), services are related to specific types of academic support. In general, the units may provide advice on general academic topics. A total of 17 offices 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 colleges or offices named or a Campus Housing resident advisor (RA). The complete list of resources is found in Table 2.

TABLE 2: Support Services Listed in Survey	
ACE – Academic Center for Excellence	LARES – Latin American Recruitment and Educational Services
AAAN – African American Academic Network	LCC – Latino Cultural Center
AACC - African American Cultural Center	NASP - Native American Support Program
AARCC - Asian American Resource and Cultural Center	Project Chance
Athletics	ROTC
Career Services	UHP - Urban Health Program
Disability Resource Center	Trio Program
Gender& Sexuality Center	Women's Leadership and Resource Center
GPPA - Guaranteed Professional Program Admissions	Resident Advisor/Housing Staff
	Other UIC Staff

Highlights from the survey detail which resources were used by students:
- ✓ 106 students (58%) had used at least one of the resources during their first year, with 37 students using a combination of the resources;
- ✓ 78 students (42%) did not use any of the listed resources;
- ✓ 'Other UIC Staff' – staff not affiliated with any of the offices listed received the most mentions with 36;
- ✓ Support service resources receiving the most mentions included: Career Services (21), LARES (16), Housing Staff (16), and the GPPA Office (12);

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.

Overall, the quality ratings collectively for the academic support services units were higher than any of the other types of advising (college offices, informal networks, or faculty). The GPPA office, LARES, and

AAAN all received high ratings with at least 12 students who sought assistance from the office. Resident Advisors/Other Housing staff and 'Other UIC Staff' also received high quality ratings.

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 172 students (93% of the respondents) used one of the categories of informal networks and most (135 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 quality 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 all areas of academic advising – information on academic requirements, guidance on major and career choices, courses selection and academic policy.

Combined Advising Resources

It is interesting to note the triangulation or combinations of resources with which the students engaged. Over 92% of the students used on-line resources in conjunction with 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

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

- ✓ 51% of the students found college or departmental advisors to be most influential
- ✓ 20% turned to friends or family as most influential
- ✓ 9% depended most on student support services
- ✓ 9% self-advised, using electronic advising websites

- ✓ 6% turned to faculty as most influential
- ✓ The remaining 5% based their decisions on multiple inputs, or found advice from high school counselors, career counselors or on campus housing staff most influential

While almost all students (98%) reported that they saw a college or departmental advisor at some point in their first year, only about half (51%) regarded the formal academic advisor as most influential when they actually made an academic decision. Thus the other half was most influenced by individuals who may not be trained to address academic advising needs of students. In fact, the next largest groups that were most influential as advisors to students were friends and family members (20%).

While 61% of the respondents indicated that they discussed matters of academic advising with a faculty member, only about 6% considered faculty advice most influential in making academic decisions. For about 9% of the respondents the most influential source of academic advice was from an academic support unit. Another 5% found advice from former high school counselors, career counselors, their resident advisors most influential.

A full 9% self-advised, using non-person electronic resources. That is, students reported that use of *my.UIC* and the online undergraduate catalogue were the most influential tools when making academic decisions.

A brief review of student suggestions may begin to reveal some of the reasons behind their choices regarding academic advice. Ninety-one students (about 50%) provided feedback about their advising experiences that fell into three response categories: students who were positive or very positive about the advising they received (57%); students who reported both positive and negative experiences (17%); and students who had negative or very negative experiences (26%). Students in all three categories related suggestions for the improvement of advising.

Students in the positive or very positive category offered suggestions in the form of appreciation for the helpfulness, caring or personal attention that they received. One very positive student expressed that *"the counselors are very friendly, approachable, understanding, knowledgeable, and helpful!"* Other students expressed that their advising experience was good, but *"rushed."* In some cases, students indicated that mandatory advising proved to be of more value than they thought it would be. Other suggestions of the students in this positive category were made on behalf of their peers, whom they felt did not have experiences as positive as their own.

Students who had both positive and negative responses were often comparing their advising experiences in two different departments or colleges. One representative response was:

> *"I receive better advising from departments such as the Honors College and Math Department versus general LAS advising because other departments are more knowledgeable about the things I am interested in and invested in helping me."*

It's important to note that advising in a unit criticized by one student as a bad example was often praised by another student as a good example of effective advising. Consequently, it may be equally important, if not more important, to focus on the students' descriptions of good or bad advising and their suggestions rather than the unit being criticized.

Finally, students who were negative or very negative expressed a lack of caring, and attentiveness to students' individual advising needs. A representative student expressed that:

> *"I believe the academic counselors should relate more to our majors. Both of my academic advisors had Ph.D.'s in English and had no clue what path I should take for pre-med. They were very rushed and rude."*

It is interesting to note that within the 91 student responses, the words "help," " helped" or "helpful" occurred 71 times. The words "care" or "caring" or "interested" occurred 17 times. This gives us a good idea about the fundamental advising expectations of students.

Content analysis across all 91 student responses regarding advising feedback revealed that suggestions clustered into six categories. Brief descriptions and representative quotes are provided for each of the following categories:

- ✓ **The University should continue the mandatory advising policy.** Some students reported that advising proved to be more valuable than they had anticipated. Without the mandatory advising policy they may have "missed out on something useful."

  > *"Well I only went to the advising because it was required for freshmen, but I'm glad, because it helped me realize I need to start planning out my schedule way before the time to register, which for some reason I didn't realize before. They were helpful."*

- ✓ **Advisors should ensure adequate time for advising sessions.** A number of students related that they felt rushed by their advisors during scheduled advising sessions, and that that they needed more time to get adequate advising information.

  > *"Advisors are very knowledgeable but it always seems rushed and they want you out of their office in less than five minutes."* LAS

  > *"The GPPA Program is small enough to put focus on each individual student and it helps that the faculty are readily available to help you with anything."* LAS/AHS

- ✓ **Advisors should be knowledgeable about academic majors, programs and policies.** Students want advisors to be knowledgeable about their interests, and their programs, and about programs and majors in other colleges. Students expressed frustration that not all advisors are equally qualified and helpful.

  > *"It would be nice to know that all advisers are of equal status. I feel as if some advisers aren't as qualified or as helpful as other ones. I would feel more confident knowing I could see anyone available and I would still get the same amount of help."* LAS

  > *"I receive better advising from departments such as the Honors College and Math Department versus general LAS advising because other departments are more knowledgeable about the things I am interested in and invested in helping me."* LAS

  > *"Part of the reason I left the College of Education was a very poor knowledge base among advisors. To my knowledge, one of three was a reasonably useful adviser, but I had to go to my*

assigned adviser who ended up getting me into a bonus $3000 dollars of debt.   Outside of the College of Education I have had very welcoming and useful experiences in advising at the college of LAS, and within the MSCS department, and at the Honors College. I try to utilize as many resources as I can in order to make a decision concerning my degree." EDU/LAS

"The A&A [Architecture and Arts] advisors are extremely knowledgeable and pretty easy to approach. I wish that the athletics advisors were more knowledgeable about A&A programs, because in my experience, people involved with athletics are very detached from art and design classes and programs."

✓ **Advisors should provide more detailed advising recommendations that help students successfully navigate academic requirements and policies.** Ideally, students want advisors to know their programs well enough to anticipate their advising needs. They want advisors to share strategies for scheduling and course selection that ensure success and prevent them from taking courses they don't need. They want advisors to provide guidance about the relationship between academic decisions and the consequences for financial aid.

"I'm in a jam because I messed up Spring semester 2012. I was told that my best bet was to withdraw. However, I was not advised that this would affect my completion ratio. I almost couldn't come back without FAFSA -- horrible job on the part of BOTH advisers who failed to mention this to me." LAS

"Overall, there seems to a good deal of help and guidance all around the campus from various individuals. However, I feel as though some of the advisors that conduct mandatory freshman advising do not give a holistic picture of ways to deal with certain situations. For instance, no official advisor I have spoken to would actually mention or recommend doing the summer semester in another (cheaper) college despite the fact that you have expressed your concern about the large tuition at UIC for the summer semester. However, the financial advising I have received thus far has been quite helpful." LAS

✓ **Improve the advising experience for students transferring between colleges.** Students may have a good advising experience with both the sending and the receiving college, but the process during the transfer leaves the student without adequate assistance.

"The Advising for LAS was very helpful. The transfer to the College of Engineering is difficult; no one has really helped me with the transfer. If I was in the College of Engineering, the advising, I believe, would be more helpful. But the transformation, the in-between process, I do not feel like I have help with this." LAS/ENG

✓ **Advisors should demonstrate caring.** Students want their advisors to demonstrate that they care about them by giving them undivided attention during advising sessions, and by being knowledgeable of their individual program goals. Ideally, they would like for advisors to be approachable and understanding, and to express that they care about the success of each student.

"LARES is an amazing program! The counselors are very friendly, approachable, understanding, knowledgeable, and helpful! Other advisors are good too, but many advisors I have met don't really know the students. LARES counselors actually know their students because students can schedule appointments throughout the year. I feel it is so much easier to schedule an

appointment with a LARES counselor than with other advisors. LARES counselors remember their students and care about our success. They help us choose the appropriate classes each semester and give students great advices. …" LAS and A&A

"As an undergrad in the College of Engineering, I feel that my advisors couldn't care less about my well-being at UIC. Most of my information I need is online and easy to find. The advisors usually are busy with their own lives and academia to help with, what they see as, small issues." ENG

"Going to UH was only good for helping me plan my courses for next semester. That's it. I try looking for academic, great opportunities, and help from other people who aren't from the advising offices at UH. Sometimes I feel like they don't really care, they just give me an answer they memorized from a sheet." LAS

"I think that the advisors in the Honor's College could be a little more helpful/caring but I fully understand that they have to deal with a large amount of students. I also have only seen my own specific adviser and have not tried any of the other Honor's College advisors so my comments are more reflecting an individual and not the whole of the Honor's College advisors seeing as I have not had experience with all of them." LAS

The formal advising networks are helpful because of their vast knowledge, but because of the vast number of students (especially in LAS) it doesn't seem like they care very much about the individual success of students. A&A/LAS

Final observations

As mentioned at the beginning of this report, early institutional studies have suggested that advising resources are disparate and uneven in quality. That sentiment is evident when asked about the perceived quality of advising across the advising resources. Students rated their advising experiences on five characteristics of quality advising -- knowledgeable, helpful, approachable, concerned about student success and overall quality of advice. Of all the individual advising resources across all the types of advising resources – college advising offices, support services units, faculty or informal networks -- the **highest** ratings were given to one of the eight College advising offices. On the other end, the **lowest** quality ratings were given to a different college advising office. This contrast reinforces the unevenness of college advising resources.

As a group, students receive academic advising from college offices more often than any other type of resource. After college advising, students seek guidance from their friends and family at a higher rate than the other campus resources listed on the survey. However, the overall quality rating for informal networks (family/friends) is average (compared to other types of advising). When averaging the quality ratings for each <u>type</u> of advising (college, support services, faculty and informal networks), support services were rated higher than college advising offices and informal networks. A key quantified distinction was that students perceived that individuals in the support services offices higher on the 'care about my success at UIC' dimension.

The open-ended questions provided more depth to the students' responses. 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 is a report on the baseline survey of students to provide context for the longitudinal analysis of the Fall 2012 freshman cohort.   Thus, we do not provide detailed recommendations – save the suggestions offered by the students in the open-ended feedback reflecting on their advising experiences after one year at UIC. We strongly urge the campus to review and hear their words: -- mandatory advising is important; allow sufficient time for advising sessions; make sure all advisors have appropriate training to guide students on majors, programs and policies; provide detailed roadmaps to navigate academic policies; improve the inter-college transfer advising; and most especially, demonstrate concern for the success of the student.

Appendix A

Advising Survey Use of Services Summary Tables - Snapshot/Baseline Survey									
	Use of Resource				Type of Information				
College Offices	Count	1 to 2	3 or more times	**Used only one office**	**Acad Req**	Major	Course Sel	**Acad Policy**	Career
A & A	7	1	6	5	6	5	6	4	3
AHS	16	8	8	7	13	7	12	6	7
CBA	21	13	8	15	15	7	17	10	9
Education	3	2	1	1	2	2	2	2	2
Engineering	30	19	11	18	23	10	25	7	3
LAS	107	62	45	79	81	37	80	44	20
Nursing	9	6	3	3	5	1	5	1	3
Honors	38	17	21	11	31	15	30	15	13
# who used any college office	*181*		*one college office*	*139*					
Faculty Member	112	65	48		54	40	55	33	40
Support Services Offices									
ACE	6	6	0	2	3	1	2	0	1
AAAN	14	6	8	7	10	3	4	5	8
AACC	1	1	0	1	0	0	0	0	0
AARC	9	5	4	2	3	2	5	1	2
Athletics	6	5	1	3	1	1	4	2	1
Career Services	21	18	3	13	1	2	3	1	17
Disability Res Ctr	4	3	1	1	1	0	0	2	0
Gender& Sexuality Ctr	3	2	1	1	2	2	1	1	2
GPPA	12	5	7	7	11	6	10	4	7
LARES	16	9	7	10	12	10	12	6	7
LCC	3	3	0	1	2	0	0	0	1
NASP	1	0	0	0	0	0	0	0	0
Project CHANCE	2	0	2	0	1	1	1	2	2
ROTC	1	1	0	1	1	1	1	0	0
UHP	2	2	0	1	0	0	0	0	1
Trio Program	3	1	1	0	1	0	0	1	2
WLRC/CAN	0	0	0	0	0	0	0	0	0
RA/Other Housing Stf	16	3	13	4	7	4	10	9	1
Other UIC Staff	36	14	21	15	17	14	19	13	18
None	78				Totals				
# who used any support service office	*106*		*# who used only one support service office*	*69*	73	47	72	47	70
UIC Catalogue	65	21	44		46	17	57	15	7
UIC Website Tools	159	22	137		101	55	125	66	31
Checked at least 1	171								
Informal Network									
Family Member(s)	128	29	99		26	69	48	12	85
Friend(s) from UIC	152	34	119		60	60	110	40	54
Friend(s) not from UIC	88	25	62		9	41	21	9	60
HS teacher or other	29	12	16		6	13	10	2	21
Other Non-UIC resource	27	7	19		4	11	5	4	23
None of the above	12								
Checked at least 1	172								

Appendix B

Quality Rankings of Advising Sources						
College	**# Students who used resource**	**Knowledgeable**	**Helpful**	**Approachable**	**Concern about Success**	**Overall Quality of advice**
A & A	7	4.50	4.50	4.50	4.33	4.67
AHS	16	4.06	3.94	4.25	4.13	4.19
CBA	21	3.80	3.76	3.67	3.65	3.86
Education	3	1.67	2.00	3.00	3.00	2.33
Engineering	30	3.72	3.70	3.90	3.69	3.86
LAS	107	3.60	3.51	3.80	3.23	3.69
Nursing	9	3.67	3.67	3.56	3.44	3.78
Honors	38	4.24	3.89	3.95	4.08	4.18
All Colleges	234	3.77	3.67	3.85	3.57	3.86
Line colleges only	196	3.68	3.62	3.84	3.46	3.79
Faculty Member	112	3.82	3.76	4.04	3.64	3.94
Support Services		**Knowledgeable**	**Helpful**	**Approachable**	**Concern about Success**	**Overall Quality of advice**
ACE	6	4.20	3.80	3.80	2.80	4.00
AAAN	14	4.17	4.25	4.50	4.42	4.33
AACC	1	1.00	1.00	1.00	1.00	2.00
AARC	9	3.89	3.56	4.11	3.56	3.56
Athletics	6	3.33	2.50	3.33	2.83	3.33
Career Services	21	3.65	3.48	3.95	3.33	3.67
Disability Res Ctr	4	3.50	3.75	3.75	3.25	3.75
Gender& Sexuality Ctr	3	4.33	3.67	4.67	4.00	4.33
GPPA	12	4.67	4.50	4.25	4.42	4.42
LARES	16	4.31	4.31	4.56	4.38	4.38
LCC	3	5.00	4.00	4.33	3.67	4.00
NASP	1					
Project CHANCE	2	4.00	4.00	4.50	4.50	4.00
ROTC	1	5.00	5.00	5.00	5.00	5.00
UHP	2	5.00	4.00	1.00	5.00	5.00
Trio Program	3	5.00	3.33	4.00	3.67	3.67
WLRC/CAN	0					
RA/Other Housing Stf	16	3.69	3.81	4.56	3.94	4.25
Other UIC Staff	36	4.17	3.94	4.23	3.94	4.00
Informal Network		**Knowledgeable**	**Helpful**	**Approachable**	**Concern about Success**	**Overall Quality of advice**
Family Member(s)	128	3.47	3.45	2.87	2.45	2.77
Friend(s) from UIC	152	3.53	3.71	3.01	2.14	2.64
Friend(s) not from UIC	88	3.13	3.52	3.27	2.48	2.52
HS teacher or other	29	3.67	3.72	2.81	2.16	2.76
Other Non-UIC resource	27	3.50	3.54	3.19	2.11	2.69

NB: Rankings were derived from an average quality score provided by students who used the resource. From **5= High score** -- Extremely *knowlegeable/helpful/approachable* OR *Cares a great deal about my success at UIC* OR Overall *Quality of advice is excellen;* **1= Low score** -- *Not at all knowledgable/helpful/approachable* OR *Does not care at all about my success at UIC* OR *Quality of Advice is very poor* .