

The University of Texas at Dallas  
Undergraduate Academic Advising  
2004 – 2005  
Sixth Year Report

Prepared by

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## **Introduction**

The Office of Undergraduate Education established a systematic undergraduate advising program in October of 1999 in conjunction with the Faculty Senate and the Student Government Association. The new program established an Office of Undergraduate Advising with responsibility for general training and evaluation of advising as well as support of students without declared majors. The individual academic units were charged with the management and operation of academic advising offices within their schools in accordance with the provisions of the adopted program. This report summarizes the sixth year activities and status of the program with regard to staffing, training, support services, evaluation, and areas of growth.

## **Staffing**

In 1999, 17 advisors were hired to begin the advising program. There are currently 32 academic advisors distributed among the schools as follows: Arts & Humanities (3), Behavior and Brain Science (2), Engineering and Computer Science (5) in addition to two program coordinators who also do advising, General Studies (3), Management (6), Natural Sciences and Math (4) Social Sciences (2.5), Pre-Health (2), Pre-Law (.5), and Undergraduate Education (2). Advisors in Undergraduate Education are also responsible for pre-freshman advising and NCAA compliance. Table 1 lists the names of advisors along with the Associate Deans of Undergraduate Education and support staff for each school as of January 1, 2006.

## **Training**

Training specific to advising in each particular school is carried out by the Associate Deans for Undergraduate Education and senior advisors in each school. Campus wide advising meetings throughout the year provide the opportunity for advisors to receive updated information on policies and practices relevant to academic advising. Invited speakers for training purposes have included:

<b>Blythe Torres</b>	<b>Academic Excellence Scholarships</b>
<b>Gina Felts</b>	<b>Collegium V and the Archer Program</b>
<b>Cristen McClure</b>	<b>Teacher Certification</b>
<b>Office of the Registrar</b>	<b>Registration Procedures</b>

A model topic module was developed for a new comprehensive training manual addressing academic advising policies and procedures common to all schools at the University of Texas at Dallas. Academic advisors generated numerous modules to be included in the manual and additional modules will continue to be developed. The training manual serves as an instructional guide for new academic advisors and a reference manual for experienced advisors. Professional conferences attended by advisors included, the NACADA National Conference, and the National Conference for the First Year Experience and Students in Transition.

## **Staff and Student Services**

The Office of Undergraduate Education supports a number of materials and services in support of academic advising.

Undergraduate Advising Manual – Available online, this manual provides an overview of the structure and philosophy of the undergraduate advising program. It can be found at <http://www.utdallas.edu/dept/ugraddean/handbook.htm>

Frequently Asked Questions - Available online, this list of questions and answers addresses issues common to many students, such as degree plans, advising processes and protocol, and graduation requirements. The complete FAQ can be found at <http://www.utdallas.edu/dept/ugraddean/faq.htm>.

Majors Handbook – Provided to all academic advisors with the latest updates to degree plans.

Minors Handbook – Provided to all academic advisors with major revisions to minors offered in each school.

AdviseWeb – This software program enables advisors to electronically document appointments and contacts with students. It provides advisors with a complete history of all advisor contacts, and enables the Office of Undergraduate Education to quantify the advising workload for academic advisors in each school across campus. A major revision of this software is currently underway.

Freshman Orientation Advising Booth – Undergraduate advisors sponsor a booth at the “Activities Fair” at each of the five Freshman Orientation sessions. Advisors answer questions from students and parents, as well as provide the Undergraduate Advising Newsletter.

Undergraduate Advising Newsletter – This annual publication introduces students to each of the seven schools and provides information about the core curriculum, RHET 1101, pre-health and pre-law opportunities, the Collegium V Honors Program, UTD Career Center, Athletics, how to compose a class schedule, and advisor contact information. It is distributed at Freshman Orientation, UTD Fiesta Nights, and Scholar’s Weekends.

## **Pre-Freshman Advising**

Academic advisors are available to talk with incoming students admitted to the university prior to Freshman Orientation and the start of classes. During the 2005 annual year, approximately 150 pre-freshman contacts were made, most of which were high school students interested in the pre-health professions.

### **RHEToric 1101: Critical Thinking and Oral Communication**

In addition to advising responsibilities, many academic advisors serve as instructors for RHET 1101 – the First Year Experience course required of all incoming freshman. A total of 60 sections were taught in the fall of 2005 with a wide range of university staff and faculty, including 13 academic advisors, serving as instructors.

New instructors attended an evening orientation, and all instructors attended two full-day training workshops. Bi-monthly brown bag lunches were held for informal discussion of class issues and ideas.

### **First Year Leaders Program**

The Office of Undergraduate Education piloted a new student leadership program this year. First Year Leaders (FYLs) serve as role models and mentors to freshmen in the RHET 1101 classes. Criteria for selection include a minimum GPA of 3.0, junior status or higher by the time students is in the RHET classroom, previous campus and/or community involvement, and exemplary responses in the three-part interview.

Nineteen students were selected for the 2005-2006 academic year. They represented all 7 academic schools as well as the pre-med and pre-law professions. Students attended a full-day workshop for First Year Leaders, as well as two full-day workshops with course instructors. In addition to team-teaching topics in the RHET 1101 class, FYLs enrolled in RHET 4074, Student Leadership. Weekly class meetings included group discussion on in-class experiences as well as committee work (planning the application process and training for next year, providing input on course curriculum, development of the student planner, and creating a manual for First Year Leaders.) Students kept a journal of their role as a leader in the class and submitted a summary paper at the end of the semester.

### **RHET 1101 Assessment**

In addition to the standard objective university course evaluations, students in RHET 1101 were given an additional subjective questionnaire to obtain feedback on their specific experiences in the class. Also, a Masters student working as an intern for the Undergraduate Student Advising Office worked with the Director and Assistant Director of Undergraduate Advising to develop additional evaluation tools for the course, with a particular focus on class sections who had a First Year Leader.

Behavioral observations for most sections were conducted by the intern over the course of the semester, and focus groups were conducted for sections with a First Year Leader. Students in these sections were also asked to fill out an online survey regarding their experiences with the First Year Leader in their RHET 1101 class.

Information gathered from assessments is used in the selection process of course instructors for the following year, as well as for the improvement and further development of the First Year Experience and First Year Leader programs.

### **Freshman Orientation**

Academic advisors participated in all Freshman Orientation sessions each summer, hosting an advising booth at the Activities Fair, and assisting all attending freshman with fall class registration. Table 2 shows attendance at all orientation sessions in 2004 and 2005.

### **Pre-Health Advising**

The Health Professions Advising Center (HPAC) provides advising to students interested in pursuing a career in the health professions (pre-med, pre-dental, pre-vet, pre-pharmacy). Advisors host orientations for new Pre HPAC student and Pre Allied Health students, two HPAC seminars, a Personal Statement Seminar, and an Application Seminar in the spring semester with a panel of students who have been accepted to medical school. An HPAC resource room provides information and study materials specifically for Pre-Health students in an environment that encourages quiet research and small discussions. An HPAC Listserv has also been established.

Advisors from the Health Professions Advising Center have participated in a number of outreach events including Freshman and Transfer Orientations, UTD Fiesta Nights, and health fairs at local community colleges. Advisors have also attended professional conferences in Ft. Worth and Washington D.C. Approximately seventy pre-health students are planning to attend a Health Professions Fair at UT Southwestern Medical School, while seven will travel to St. Louis for a conference later in the year.

In the 2004– 2005 academic year, 165 students worked with HPAC advisors. This resulted in 85 applicants to medical programs that year, with 55 students being accepted (a 65% acceptance rate). In the current (2005 – 2006) academic year, 174 students have registered to work with HPAC program, and 129 have applied to health profession programs.

### **Pre-Law Advising**

Dr. Anthony Champagne and Ms. Gina Felts work with approximately 20 students interested in law school to guide them in their pursuit of a school best suited to them. This process includes hosting seminars on the application process, inviting guest speakers such as law school admissions deans, faculty and students, providing a mock LSAT exam, and connecting students with UTD alumni who are in the law profession. A new pre-law advisor, Anne Dutia, who is an attorney, has recently been hired.

### **Advising Student Athletes**

UTD fields 13 NCAA Division III intercollegiate athletic teams: Men and women's soccer, men and women's basketball, men and women's cross country, men and women's tennis, men and women's golf, men's softball, women's softball, and women's volleyball.

Certification of student-athlete eligibility for participation requires the student to maintain satisfactory academic progress as defined by UTD and earn a cumulative GPA of 2.00 or better. The student must also be registered for a full-time course load during a season of competition. The student must have submitted complete high school and/or previous college

transcripts to UTD. All student athletes must complete standard forms required by the NCAA and UTD. Throughout each semester, the Compliance Officer monitors the progress of each student athlete and declares ineligible any prospective student athlete who does not meet all these requirements.

The *NCAA Compliance Manual* outlines the UTD policies, procedures, and advising guidelines. See attached copy.

### **Cross Campus Collaborations with Undergraduate Advising**

- New Student Programs
- The Council for Undergraduate Education
- The First Year Experience Program
- The First Year Leader Program
- Career Center
- Counseling Center
- Student Life
- Disability Services
- Multicultural Center
- McDermott Library

### **Non-Academic Drop Petitions**

Beginning in the fall of 2004, new procedures and deadlines for undergraduates regarding course withdrawal were imposed. This new policy was accompanied by a change in the method by which students' requests to withdraw from classes after the final 'drop date' were considered. All requests for non-academic drops now originate in the Undergraduate Student Advising Office. Interested students are required to read an information sheet delineating the process and requirements before leaving the office. If they choose to pursue a non-academic drop, they are provided the necessary materials and issued a return date. Upon receipt of students' completed packets, all materials and documentation are copied and distributed to three academic advisors who are members of the Non-Academic Drop Committee. Committee members, who rotate on an annual basis, review the petitions individually and return a decision to approve or deny the request within 10 business days. The majority decision stands, and students are subsequently notified of the committee's decision.

In the fall of 2004, 192 non-academic drop petitions were requested by students. This number dropped to 170 petitions distributed in the spring of 2005, and only 102 petitions were requested in the fall of 2005. Not all petitions that are distributed are completed and submitted by the students for consideration. In the fall of 2004, 79 (41%) of the petitions distributed were not returned, while for spring of 2005, 41 (24%) were not returned, and in the fall of 2005, only 20 (20%) of the petitions requested by students were not completed and returned for consideration.

The total number of petitions processed (submitted to the Non-Academic Drop Committee for consideration) each semester is as follows: fall 2004 – 113 petitions, spring 2005 – 129

petitions, fall 2005 – 82 petitions. Of the petitions submitted, 87 (83%) were approved for students to drop their course(s) in the fall of 2004. In the spring of 2005, 106 (82%) of the submitted petitions were approved. 61 (74%) were approved in the fall of 2005.

The Council for Undergraduate Education (CUE) determined that students could initiate the non-academic drop petition process as far into the semester as the day when grades are due into the Office of the Registrar. This enables students who experience problematic circumstances during the final examination period to petition for a non-academic drop based on those circumstances. In the fall of 2004, 15 (8%) petitions were initiated after the last day of regular classes. In the spring of 2005, 30 (18%) petitions were initiated after the last day of regular classes, and 17 (14%) petitions were initiated after the last class day in fall 2005.

Changes in the procedures and deadlines for withdrawing from classes have resulted in a process that is more equitable and uniform than our previous system. At the same time, it has yielded a 50% reduction in the percentage of students who withdraw from classes and a three percent improvement in the overall class completion rate for undergraduate students.

## **Evaluations**

Advisor Contacts – All academic advisors are asked to use AdviseWeb software to record and manage their advising contacts. The data retrieved from this software only approximates the actual advising activity on campus. Some advisors are more diligent than others in using the software resource and, at times of peak activity, the software itself strains with the load. Efforts are underway to update the program to improve both speed and efficiency. A second factor to consider is that some students are guided by more than one group of advisors. While Natural Sciences & Mathematics has averaged an undergraduate enrollment of just under 1,300 students the last two long semesters, Pre-health advising has an active caseload of nearly 1,100 students. About 80% of these students are majoring in disciplines within Natural Sciences & Mathematics and are being seen by advisors from both areas.

For the calendar year 2005, the number of recorded advisor-student contacts totaled 53, 294 (See Table 3). Just over 62% of the contacts were personal meetings with students representing either scheduled appointments or those who walked in during advising hours. About 70% of all student advising meetings are unscheduled although most occur in the larger schools. The proportion of total advising contacts comprised of direct meetings with students ranged from a low of just under 40% for Natural Sciences & Mathematics to a high of 80% for Arts & Humanities. Email is an increasing utilized vehicle for interacting with students. The proportion of recorded contacts representing email interactions ranged from a high of 50% for Natural Sciences and Mathematics to a low of about 12% for Arts & Humanities and Behavioral & Brain Sciences.

Undergraduate Advising Survey - An internet based advising satisfaction survey was distributed through email to all enrolled undergraduates. Just over 7,600 email addresses proved valid and just over 1,000 students completed the instrument. The survey collected demographic information about students and their opinions on the importance of advising in general. In addition, respondents were asked to rate their advising experiences using a four-

point scale (very satisfied to very dissatisfied) on 19 different dimensions of academic advising.

The majority of respondents were seniors (440), followed by juniors (321), sophomores (127) and freshmen (125). Responses were proportional to the size of the various schools and every school received at least 100 responses. Over 80% of the respondents are full-time students who overwhelmingly described themselves as 'A' or 'B' students. Two out of three students are employed while going to school with most reporting that they worked between 10 and 30 hours per week. Just over half the students completing the survey began college as UTD freshmen.

Almost every student in the survey reported that they had met with their academic advisor within the last year (96.2%). About 80% had met with an advisor more than once. An equal percentage claimed to know the name of their academic advisor and half indicated that their advisor had initiated contact with them during the previous 12 months. Sixty-seven percent of these students also indicated that they had spoken to a faculty member about their educational plans during this same time period. About the same percentage stated that they had seen their academic advisor within the last year for reasons other than registering for classes.

There is little doubt that students believe in academic advising. Almost 90% of these students rated academic advising as either 'important' or 'very important'. Just over 75% suggested that it is best to see your advisor at least once per semester. Over 80% of these undergraduates thought it best to see the same academic advisor across their academic career.

Table 4 includes the average ratings by students on 18 dimensions of academic advising as well as a 19<sup>th</sup> item seeking an indication of their overall satisfaction with advising. The last row of each section contains the average of all items in that column. Ratings are partitioned by school including undeclared students. The table includes data from surveys administered during the late fall semesters of 2002, 2004, and 2005. All data are available to the individual academic units for further analysis.

Collapsed over schools and categories, the average ratings are very stable over the three-year period. In all, academic advising seems well accepted and generally viewed positively by undergraduate students. Within schools however, there are several patterns that warrant comment. Arts & Humanities, Behavioral & Brain Sciences, General Studies, and Management improved between 2002 and 2005. Social Science averages improved in 2004 over 2002 but decreased in 2005. Natural Sciences & Mathematics ratings have decreased in each of the last three surveys. These trends are clear in Figure 1 which charts the average ratings of students' overall satisfaction with advising by school for the three years.

## **Summary**

The academic advising program at the University of Texas at Dallas continues to expand in size and the variety of services provided. The number of academic advisors has grown along with the undergraduate student population, enabling more optimal student-advisor ratios of approximately 350:1 in most schools. Cross-campus collaboration with other departments has strengthened the recognition and understanding of a professional advising presence at

UTD, and advisor meetings and participation in professional development opportunities has enhanced professional collaboration among advisors themselves. Freshmen retention has increased by twelve percent since the onset of the advising program.

Not only has recognition grown across campus, but student awareness of the critical role academic advisors play in their matriculation has developed as well. Advisors' participation in Freshman Orientation and their role as instructors for RHET 1101 helps students to meet and become acquainted with advisors early in their college experience. Students have indicated the importance not only of academic advising, but of developing a consistent relationship with a particular academic advisor over time. As the new advisor training program takes shape and we continue to hire highly qualified, professional academic advisors, the University of Texas at Dallas will stand out as a model for academic advising excellence.

**Table 1**  
**Academic Advising Staff 2003 – 2004**

<b>Dean of Undergraduate Education</b>	J. Michael Coleman
<b><u>Associate Deans of Undergraduate Education</u></b>	
<b>Arts &amp; Humanities</b>	Clay Reynolds
<b>Behavior &amp; Brain Sciences</b>	Duane Buhrmester
<b>Engineering &amp; Computer Science</b>	Simeon Ntafos
<b>General Studies</b>	Elizabeth Salter
<b>Management</b>	Mary Chaffin
<b>Natural Sciences &amp; Math</b>	John Hoffman
<b>Social Sciences</b>	Euell Elliott
 <b>Director of Undergraduate Advising</b>	 Cynthia Jenkins
 <b><u>Undergraduate Advisors</u></b>	
<b>Arts &amp; Humanities</b>	Mary Jo Rex Tara Riall MaryAnn Young
 <b>Behavior &amp; Brain Sciences</b>	 Leah Nall Craig Ramsey
 <b>Engineering &amp; Computer Science</b>	 Sandy Bowen April Liang Elizabeth Musgrove Mary Ann Stewart Patavia Whatley Sally Zirkle
 <b>General Studies</b>	 Janet Collins Esther Johnston Irene Marroquin
 <b>Management</b>	 Ana Johnson Judy Jones Renee Rasmussen Lauren Steward Marti Weaver Donna Lippincott
 <b>Natural Sciences and Mathematics</b>	 Bridget Busse-Sanders Megan Farris Carol Johnson Lori Johnston
 <b>Social Sciences</b>	 Marcia Champion Sheila Rollerson
 <b>Undeclared</b>	 John Jackson (NCAA Compliance) Eric Welgehausen

**Pre-Health**

Deborah Fuqua  
Rebecca Pazdral  
Joe Wood

**Pre – Law**

Anthony Champagne  
Anne Dutia

**Table 2**  
**Orientation Attendance 2004 – 2005**

**2004**

<b>New Student Orientation (January)</b>	<b>117</b>
<b>New Student Orientation (May)</b>	<b>20</b>
<b>Transfer Student Orientation 1</b>	<b>59</b>
<b>Transfer Student Orientation 2</b>	<b>134</b>
<b>Freshman Orientation 1</b>	<b>240</b>
<b>Freshman Orientation 2</b>	<b>238</b>
<b>Freshman Orientation 3</b>	<b>230</b>
<b>Freshman Orientation 4</b>	<b>181</b>
<b>Freshman Orientation 5</b>	<b>249</b>
<b>Freshman Orientation Total</b>	<b>1138</b>

**2005**

<b>New Student Orientation (January)</b>	<b>129</b>
<b>New Student Orientation (May)</b>	<b>26</b>
<b>Transfer Student Orientation 1</b>	<b>120</b>
<b>Transfer Student Orientation 2</b>	<b>170</b>
<b>Freshman Orientation 1</b>	<b>202</b>
<b>Freshman Orientation 2</b>	<b>253</b>
<b>Freshman Orientation 3</b>	<b>193</b>
<b>Freshman Orientation 4</b>	<b>194</b>
<b>Freshman Orientation 5</b>	<b>215</b>
<b>Freshman Orientation Total</b>	<b>1057</b>

**Freshman Orientation 2005: Attendance by School**

<b>Arts &amp; Humanities</b>	<b>94</b>
<b>Behavior &amp; Brain Sciences</b>	<b>99</b>
<b>Engineering &amp; Computer Science</b>	<b>304</b>
<b>General Studies</b>	<b>12</b>

<b>Management</b>	<b>140</b>
<b>Natural Sciences &amp; Math</b>	<b>185</b>
<b>Social Sciences</b>	<b>47</b>
<b>Undeclared</b>	<b>176</b>

**Table 3**  
**Advising Contacts: Calendar Year 2005**

<b>School</b>	<b>Consultation</b>	<b>In Person (Appt)</b>	<b>In Person (Walk- In)</b>	<b>Phone</b>	<b>E-Mail</b>	<b>Fax</b>	<b>Follow- up</b>	<b>U.S. Mail</b>	<b>Faculty Referral</b>	<b>Total</b>
<b>Arts &amp; Humanities</b>	72	1365	1427	216	391	3	3	3	1	3481
<b>Behavioral &amp; Brain Science</b>	81	61	2732	278	433	20	7	66	0	3678
<b>Engineering &amp; Computer Science</b>	27	935	6032	556	2967	12	1649	2	2	12182
<b>General Studies</b>	64	1625	723	251	1666	97	655	7	12	5100
<b>Natural Sciences &amp; Mathematics</b>	409	1848	1013	328	3622	3	12	0	0	7235
<b>Management</b>	58	266	9068	484	3697	30	297	52	6	13958
<b>Pre-Health</b>	3	1719	541	92	429	0	77	1	0	2862
<b>Social Sciences</b>	24	880	800	229	306	5	67	4	5	2320
<b>Undergraduate Education</b>	0	1349	773	212	131	1	12	0	0	2478
<b>Grand Totals</b>	738	10048	23109	2646	13642	171	2779	135	26	53294

**Table 4**  
**Undergraduate Advising Survey Results**

	A&H			BBS			ECS		
	2002	2004	2005	2002	2004	2005	2002	2004	2005
	N=111	N=101	N=101	N=129	N=106	N=155	N=389	N=127	N=131
Atmosphere	2.96	3.04	3.25	3.29	3.28	3.31	3.31	3.25	3.31
Availability of Advisor	3.06	2.90	3.20	2.94	3.22	3.05	3	2.78	2.96
Advisor's Preparation	2.86	2.80	3.16	3.03	3.16	3.27	3.08	2.86	2.94
Advisor's Knowledge/Course Offerings	3.02	2.97	3.25	3.18	3.17	3.42	3.21	2.98	2.93
Advisor's Knowledge/General Ed Req.	3.14	3.08	3.35	3.28	3.26	3.52	3.3	3.05	3.10
Advisor's Knowledge/Degree programs	3.12	3.06	3.29	3.29	3.32	3.52	3.28	3.15	3.09
Advisor's Knowledge/Transfer Credits	3.07	2.94	3.18	3.06	3.26	3.43	3.13	2.93	2.98
Advisor's Knowledge/UTD Policies/Proc.	3.22	3.13	3.37	3.33	3.28	3.52	3.26	3.4	3.13
Advisor's ability to refer	3.08	2.82	3.11	3.2	3.21	3.38	3.13	2.97	3.05
Advisor's info & follow up	2.83	2.73	3.09	2.93	3.13	3.33	3.05	3.16	2.94
Advisor is approachable	3.14	2.95	3.20	3.2	3.3	3.44	3.19	2.9	3.21
Advisor's Communication Skills	3.12	3.00	3.20	3.28	3.29	3.53	3.28	2.94	3.20
Advisor addresses my strengths/weaknesses	2.66	2.54	2.78	2.86	2.79	2.99	2.91	2.66	2.76
Advisor concerned re: my welfare	2.66	2.51	2.84	2.93	2.82	3.07	2.92	2.68	2.85
Advisor helps me understand interests	2.60	2.51	2.78	2.87	2.7	2.98	2.84	2.57	2.66
Advisor helps me clarify educational goals	2.64	2.62	2.83	2.95	2.83	3.07	2.92	2.67	2.74
Advisor encourages me: campus activities	2.41	2.29	2.54	2.79	2.58	2.65	2.83	2.4	2.41
Advisor encourages me: planning program	2.85	2.71	3.00	3.09	3.11	3.16	3.04	2.82	2.93
Satisfied with advising at UTD	2.79	2.62	3.00	2.99	2.98	3.24	3.02	2.74	2.81
Average	2.90	2.80	3.08	3.07	3.09	3.26	3.08	2.89	2.95

**Table 4**  
**Undergraduate Advising Survey Results**

	GS			MGT			NS&M		
	2002	2004	2005	2002	2004	2005	2002	2004	2005
	N=141	N=154	N=112	N=409	N=251	N=155	N=170	N=113	N=177
<b>Atmosphere</b>	3.24	3.17	3.36	2.95	3.33	3.34	3.18	3.13	2.91
<b>Availability of Advisor</b>	3.20	3.12	3.33	3.04	2.96	3.15	2.87	2.71	2.18
<b>Advisor's Preparation</b>	3.26	3.19	3.38	3.12	3.05	3.22	3.17	3.07	3.00
<b>Advisor's Knowledge/Course Offerings</b>	3.26	3.29	3.55	3.24	3.16	3.31	3.36	3.00	3.06
<b>Advisor's Knowledge/General Ed Req.</b>	3.32	3.36	3.62	3.35	3.24	3.43	3.37	3.14	3.10
<b>Advisor's Knowledge/Degree programs</b>	3.34	3.34	3.57	3.33	3.27	3.38	3.39	3.11	3.09
<b>Advisor's Knowledge/Transfer Credits</b>	3.24	3.27	3.56	3.16	3.16	3.39	3.23	3.01	3.01
<b>Advisor's Knowledge/UTD Policies/Proc.</b>	3.32	3.33	3.57	3.28	3.27	3.42	3.35	3.18	3.11
<b>Advisor's ability to refer</b>	3.22	3.21	3.51	3.07	3.12	3.28	3.23	3.02	2.94
<b>Advisor's info &amp; follow up</b>	3.13	3.18	3.39	3.06	3.08	3.17	3.17	3.02	2.82
<b>Advisor is approachable</b>	3.39	3.45	3.56	3.32	3.37	3.39	3.31	3.16	2.94
<b>Advisor's Communication Skills</b>	3.44	3.42	3.58	3.30	3.34	3.40	3.37	3.28	3.22
<b>Advisor addresses my strengths/weaknesses</b>	3.15	3.05	3.23	2.85	2.84	2.88	2.99	2.68	2.55
<b>Advisor concerned re: my welfare</b>	3.15	3.08	3.34	2.85	2.84	2.92	2.94	2.72	2.63
<b>Advisor helps me understand interests</b>	3.07	3.01	3.32	2.82	2.84	2.86	2.94	2.69	2.59
<b>Advisor helps me clarify educational goals</b>	3.21	3.08	3.34	2.86	2.89	2.96	3.00	2.77	2.64
<b>Advisor encourages me: campus activities</b>	2.88	2.66	2.85	2.63	2.54	2.59	2.75	2.35	2.41
<b>Advisor encourages me: planning program</b>	3.23	3.17	3.45	2.88	2.89	2.92	3.03	2.89	2.87
<b>Satisfied with advising at UTD</b>	3.16	3.08	3.43	3.06	2.97	3.16	3.11	2.82	2.64
<b>Average</b>	3.22	3.18	3.42	3.06	3.06	3.17	3.14	2.93	2.83

**Table 4**  
**Undergraduate Advising Survey Results**

	<b>SS</b>			<b>UGS</b>		
	<b>2002</b>	<b>2004</b>	<b>2005</b>	<b>2002</b>	<b>2004</b>	<b>2005</b>
	<b>N=130</b>	<b>N=93</b>	<b>N=122</b>	<b>N=114</b>	<b>N=40</b>	<b>N=28</b>
<b>Atmosphere</b>	3.13	3.37	3.11	3.62	3.55	3.68
<b>Availability of Advisor</b>	3.00	3.36	2.78	3.53	3.68	3.46
<b>Advisor's Preparation</b>	3.03	3.41	2.91	3.55	3.70	3.57
<b>Advisor's Knowledge/Course Offerings</b>	3.05	3.44	3.02	3.60	3.60	3.68
<b>Advisor's Knowledge/General Ed Req.</b>	3.09	3.46	3.11	3.63	3.63	3.64
<b>Advisor's Knowledge/Degree programs</b>	3.09	3.46	3.17	3.57	3.60	3.59
<b>Advisor's Knowledge/Transfer Credits</b>	3.03	3.34	3.06	3.52	3.60	3.55
<b>Advisor's Knowledge/UTD Policies/Proc.</b>	3.18	3.40	3.13	3.60	3.73	3.48
<b>Advisor's ability to refer</b>	3.05	3.37	3.04	3.50	3.59	3.65
<b>Advisor's info &amp; follow up</b>	3.02	3.36	2.87	3.52	3.63	3.50
<b>Advisor is approachable</b>	3.13	3.56	3.02	3.62	3.74	3.71
<b>Advisor's Communication Skills</b>	3.14	3.54	3.07	3.68	3.80	3.68
<b>Advisor addresses my strengths/weaknesses</b>	2.72	3.25	2.68	3.37	3.45	3.52
<b>Advisor concerned re: my welfare</b>	2.78	3.23	2.82	3.50	3.45	3.54
<b>Advisor helps me understand interests</b>	2.73	3.20	2.76	3.41	3.44	3.35
<b>Advisor helps me clarify educational goals</b>	2.75	3.24	2.76	3.43	3.55	3.33
<b>Advisor encourages me: campus activities</b>	2.55	2.91	2.46	3.28	3.23	3.42
<b>Advisor encourages me: planning program</b>	2.83	3.26	2.86	3.47	3.53	3.59
<b>Satisfied with advising at UTD</b>	2.86	3.42	2.75	3.51	3.70	3.61
<b>Average</b>	2.95	3.35	2.91	3.52	3.59	3.56

**Figure 1**

**Average Rating for Satisfaction with Academic Advising By School 2002-2005**

