The University of Texas at Dallas
Undergraduate Academic Advising
2006
Seventh Year Report

Prepared by

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Introduction

The Office of Undergraduate Education, in conjunction with the Faculty Senate and the Student Government Association, established a systematic undergraduate advising program in October of 1999. The new program was based in 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 seventh 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 33 academic advisors distributed among the schools as follows: Arts & Humanities (4), Behavior and Brain Science (2), Economics, Political, and Policy Sciences (2.5), Engineering and Computer Science (5) in addition to two program coordinators who also do advising, General Studies (3), Management (6), Natural Sciences and Math (3), Pre-Health (3), Pre-Law (.5), THEA/TSI (1), 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. Training sessions for 2006 have included:

Blythe Torres	**Academic Excellence Scholarships**
Gina Felts	**Collegium V and the Archer Program**
Cristen McClure	**Teacher Certification**
Office of the Registrar	**Registration Procedures and FERPA**
Dean Coleman	**Graduation with Latin Honors**
Netria McNulty	**Comet S.T.A.R.S. Mentor Program**

A model 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 topic 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 and regional conferences, 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.

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 Colleguim V Honors Program, UTD Career Center, Athletics, how to compose a class schedule, and advisor contact information. It is distributed at Freshman Orientation, and Scholar's Days.

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 2006 annual year, approximately 175 pre-freshman contacts were made.

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 2006 with a wide range of university staff and faculty, including 18 academic advisors, serving as instructors.

New instructors attended an evening orientation, and all instructors attended two full-day training workshops.

First Year Leaders Program

The First Year Leader Program is coordinated by the director and assistant director of undergraduate advising. 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 student leaders are in the RHET classroom, previous campus and/or community involvement, and exemplary responses in the three-part interview.

Twenty-one new students were selected for the 2006-2007 academic year in addition to nine returning FYLs from 2005-2006. They represented all seven academic schools as well as the pre-med and pre-law professions. Students attended an overnight workshop for First Year Leaders, as well as two full-day workshops with course instructors. In addition to team-teaching 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

Of the 902 freshmen enrolled in Rhet 1101, a total of 41 (4.7%) dropped or failed the course. Of these 41 students, 18 (44%) dropped or failed *all* of their courses at UTD. Within the remaining group of students who dropped or failed Rhet, but retained at least one or more of their other courses, 24 (56%) had a GPA below 2.00.

Standard university course evaluations were distributed to all 60 sections of Rhet 1101. Of the 875 students who responded, 705 (80%) rated the course as a whole as being *good, very good,* or *excellent.* Fifty-five percent rated the course as being *very good* to *excellent.*

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. Primary responses indicated that students felt the course helped them learn about classes, grades, and advising issues; added to their knowledge of where to find things on campus; gave them general information about college and UTD specifically; and enabled them to get to know both peers and staff.

For sections with a First Year Leader, a specific evaluation assessing the role and impact of the FYL on the class experience was included as well. The majority of students in

these sections indicated that they wanted the First Year Leader to play a larger role in the class, and many reported that their FYL helped them become more connected to UTD.

Information gathered from these 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 during the spring and 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 2005 and 2006.

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, etc.). Advisors host orientations for new Pre-Health students, six Health Professions Evaluation seminars, a Personal Statement Seminar, an Interview Skills seminar and an Application Seminar in the spring semester with a panel of students who have been accepted to medical school. Throughout the academic year the office provides weekly educational workshops to help the students prepare through professional development. An HPAC resource room provides information and study materials specifically for Pre-Health students in an environment that encourages quiet research and small discussions. The HPAC office also offers tutoring twice a week in the Resource Room for Pre-Health required science classes. 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 Scholar's Day, Preview Fridays, and health fairs at local community colleges. Advisors have also attended professional conferences in San Antonio, Portland, Oregon, Chicago, Little Rock, and Dominica. Approximately 80 pre-health students are planning to attend a Health Professions Fair at UT Southwestern Medical School, while six traveled to Austin where they won first place in a knowledge competition.

In the 2005 – 2006 academic year, 268 students worked with HPAC advisors on the medical and dental application process. This resulted in 158 applicants to medical and dental programs that year, with 97 students being accepted (a 61 % acceptance rate). Students accepted offers from a number of prestigious medical schools including Johns Hopkins, Yale, Columbia, University of Chicago, Albert Einstein, and UT Southwestern. In the current (2006 – 2007) academic year, 302 students have registered to work with HPAC program, and 188 have applied to health profession programs.

Pre-Law Advising

Dr. Anthony Champagne and Ann Dutia worked with approximately 170 students interested in law school to guide them in their pursuit of a school best suited to them. This process

included hosting seminars on the application process, inviting guest speakers such as law school admissions deans, faculty and students, providing a mock LSAT exam, connecting students with UTD alumni who are in the law profession, and counseling students about their personal and academic preparation for law school during individual counseling sessions.

Last year, UTD had 141 total applicants to law school, with 79 accepted to law school. The average LSAT for all UTD applicants last year was 151.1 and the average GPA was 3.29. Of the 141 applicants, 42 were seniors. The average LSAT for UTD seniors was 155 and the average GPA was 3.47 (the national averages for seniors were 153.5 and 3.38 respectively). Fifty-six percent of UTD applicants were accepted to one or more law schools, with an average of 1.64 offers of admission for each applicant. Seventy-nine percent of UTD seniors were accepted to one or more law schools this year, which compares very favorably with the overall national acceptance rate of 63% and the national acceptance rate for seniors of 71%. UTD seniors enjoyed an average of 2.81 offers of admission for each applicant. The national average number of offers for seniors was 2.28.

While UTD students typically choose to stay within Texas or even within the DFW metroplex for law school, more students are applying to, being accepted at and attending nationally recognized law schools including Harvard University, New York University, University of Chicago, University of Virginia, University of Michigan, University of Pennsylvania, and Boalt Hall (University of California – Berkeley).

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 of 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 Core Curriculum Committee
- The First Year Experience Program
- The First Year Leader Program
- Career Center
- Counseling Center

- Student Life
- Office of Judicial Affairs
- 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 spring of 2006, 104 non-academic drop petitions were requested by students while 118 petitions were requested in the fall of 2006. Not all petitions that are distributed are completed and submitted by the students for consideration. In the spring, 27 (26%) of the petitions distributed were not returned, while for the fall semester, 26 (22%) were not returned.

The total number of petitions processed (submitted to the Non-Academic Drop Committee for consideration) each semester is as follows: spring 2005 – 129 petitions, fall 2005 – 82 petitions, spring 2006 – 77 petitions, fall 2006 – 92 petitions. Of the petitions submitted across the year, in the spring of 2005, 106 (82%) of the submitted petitions were approved and 61 (74%) were approved in the fall of 2005. In the spring of 2006, 71 (92%) of the submitted petitions were approved, and 65 (71%) of the fall 2006 petitions were approved.

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 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. In the spring of 2006, 49 petitions were picked up after the last day of classes and 38 were picked up after the last day of class in fall 2006.

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. The software was recently updated to enable advisors to indicate multiple reasons for a contact with a student. 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 2006, the number of recorded advisor-student contacts totaled 50, 562 (See Table 3). Approximately 65% of the contacts were personal meetings with students representing either scheduled appointments or those who walked in during advising hours. About 72% 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 7,900 email addresses proved valid and just fewer than 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 (372), followed by juniors (329), freshmen (127) and sophomores (111). 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.

Almost every student in the survey reported that they had met with their academic advisor within the last year (96.9%). About 80% had met with an advisor more than once. A slightly smaller percentage claimed to know the name of their academic advisor and just under half indicated that their advisor had initiated contact with them during the previous 12 months. Sixty-six 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 to register 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'. Seventy-nine percent suggested that it is best to see your advisor at least once per semester. The same percentage of respondents 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 19th 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 early spring semesters of 2005 and 2006. 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 two 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 had significant increases in all categories from 2005 – 2006, and Engineering & Computer Science improved across the board as well. Behavioral & Brain Sciences, General Studies, and Management essentially remained the same between 2005 and 2006, while Economics, Political and Policy Sciences and Undeclared saw a mixture of some areas of slight increase and some of slight decrease. Natural Sciences & Mathematics ratings have decreased in each of the last four surveys, receiving the lowest satisfaction rating in every category. These trends are clear in Figure 1 which charts the average ratings of students' overall satisfaction with advising by school for 2005 and 2006.

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 have 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 2006 - 2007

Dean of Undergraduate Education	J. Michael Coleman
Associate Deans of Undergraduate Education	
Arts & Humanities	Michael Wilson
Behavior & Brain Sciences	Duane Buhrmester
Engineering & Computer Science	Simeon Ntafos
General Studies	Elizabeth Salter
Management	Mary Chaffin
Natural Sciences & Math	John Hoffman
Economic, Political & Policy Sciences	Euell Elliott
Director of Undergraduate Advising	Cynthia Jenkins
Undergraduate Advisors	
Arts & Humanities	Mary Jo Rex
	Tara Riall
	Andrea Moody
	Jenifer Nicholls
Behavior & Brain Sciences	Leah Nall
	Carol Johnson
Engineering & Computer Science	Sarah Herndon
	Christine Sekerke
	April Liang
	Elizabeth Musgrove
	Mary Ann Stewart
	Patavia Whatley
General Studies	Janet Collins
	Esther Johnston
	Irene Marroquin
Management	Adriana Cantua
	Judy Jones
	Renee Rasmussen
	Marti Weaver
	Donna Lippincott
Natural Sciences and Mathematics	Amy Boltrushek
	Lori Johnston
	Dariela Pena
Economic, Political & Policy Sciences	Rebecca Duncan
	Nora Hernandez
	Sheila Rollerson
Undeclared	John Jackson (NCAA Compliance)
	Eric Welgehausen
Pre-Health	Nicholas Celadon
	Rebecca Pazdral
	Joe Wood
Pre – Law	Anthony Champagne
	Anne Dutia

Table 2
Orientation Attendance 2005– 2006

2005

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

2006

New Student Orientation (January)	110
New Student Orientation (May)	34
Transfer Student Orientation 1	96
Transfer Student Orientation 2	122
Freshman Orientation 1	168
Freshman Orientation 2	300
Freshman Orientation 3	298
Freshman Orientation 4	304
Freshman Orientation Total	**1070**

Freshman Orientation 2006: Attendance by School

Arts & Humanities	**104**
Behavior & Brain Sciences	**82**
Engineering & Computer Science	**323**
General Studies	**14**
Management	**131**
Natural Sciences & Math	**259**
Social Sciences	**41**
Undeclared	**116**

Table 3
Advising Contacts: Calendar Year 2006

TOTAL ADVISING CONTACTS

JANUARY - DECEMBER 2006

	Consults	In Person (Appt)	In Person (Walk-In)	Phone	E-Mail	Fax	Follow-up	U.S. Mail	Faculty Referral	Total
Economics, Political and Policy Sciences	9	985	404	139	460	1	71	3	5	2077
NSM/Biology	48	985	2575	91	1683	11	139	0	1	5533
Management	18	411	7381	403	3158	14	734	43	14	12176
Behavioral & Brain Science	225	150	3752	288	997	23	5	4	0	5444
General Studies	37	1373	458	122	976	51	550	5	0	3572
ECS	5	773	4660	278	1317	3	540	4	2	7582
Arts & Humanities	105	2152	1935	425	2092	10	8	5	3	6735
Pre Health	0	1402	1538	3	1078	6	0	0	0	4027
Undeclared	0	1388	1497	14	1015	5	1	0	0	3920
Grand Totals	447	9619	24200	1763	12776	124	2048	64	25	51066

Table 4
Undergraduate Advising Survey Results

	A&H		BBS		ECS	
	2005	2006	2005	2006	2005	2006
	N=101	N=103	N=155	N=127	N=131	N=136
Atmosphere	3.25	3.33	3.31	3.24	3.31	3.38
Availability of Advisor	*3.20*	3.30	3.05	3.01	2.96	3.17
Advisor's Preparation	3.16	3.36	3.27	3.29	2.94	3.17
Advisor's Knowledge/Course Offerings	3.25	3.38	3.42	3.38	*2.93*	3.02
Advisor's Knowledge/General Ed Req.	3.35	3.51	3.52	3.45	*3.10*	3.21
Advisor's Knowledge/Degree programs	3.29	3.48	3.52	3.43	*3.09*	3.17
Advisor's Knowledge/Transfer Credits	3.18	3.34	3.43	3.35	2.98	3.20
Advisor's Knowledge/UTD Policies/Proc.	3.37	3.47	3.52	3.41	*3.13*	3.31
Advisor's ability to refer	3.11	3.43	3.38	3.29	*3.05*	3.16
Advisor's info & follow up	3.09	3.27	3.33	3.27	2.94	3.32
Advisor is approachable	3.20	3.46	3.44	3.42	*3.21*	3.38
Advisor's Communication Skills	3.20	3.50	3.53	3.47	3.20	3.35
Advisor addresses my strengths/weaknesses	2.78	3.03	2.99	3.00	2.76	3.04
Advisor concerned re: my welfare	2.84	3.12	3.07	2.96	2.85	3.12
Advisor helps me understand interests	2.78	3.02	2.98	2.90	2.66	2.81
Advisor helps me clarify educational goals	2.83	3.09	3.07	2.95	2.74	2.86
Advisor encourages me: campus activities	2.54	2.68	2.65	2.55	2.41	2.52
Advisor encourages me: planning program	3.00	3.18	3.16	3.11	2.93	3.03
Satisfied with advising at UTD	3.00	3.28	3.24	3.13	2.81	3.13
Average	3.08	3.28	3.26	3.19	2.95	3.12

Table 4
Undergraduate Advising Survey Results

	GS		MGT		NS&M	
	2005	2006	2005	2006	2005	2006
	N=112	N=87	N=155	N=185	N=177	N=183
Atmosphere	3.36	3.44	3.34	3.35	2.91	2.94
Availability of Advisor	3.33	3.41	3.15	3.12	2.18	1.93
Advisor's Preparation	3.38	3.51	3.22	3.26	3.00	2.65
Advisor's Knowledge/Course Offerings	3.55	3.58	3.31	3.30	3.06	2.70
Advisor's Knowledge/General Ed Req.	3.62	3.62	3.43	3.41	3.10	2.92
Advisor's Knowledge/Degree programs	3.57	3.61	3.38	3.44	3.09	2.85
Advisor's Knowledge/Transfer Credits	3.56	3.50	3.39	3.35	3.01	2.81
Advisor's Knowledge/UTD Policies/Proc.	3.57	3.58	3.42	3.41	3.11	2.96
Advisor's ability to refer	3.51	3.51	3.28	3.33	2.94	2.80
Advisor's info & follow up	3.39	3.59	3.17	3.31	2.82	2.58
Advisor is approachable	3.56	3.62	3.39	3.42	2.94	2.76
Advisor's Communication Skills	3.58	3.62	3.40	3.45	3.22	3.08
Advisor addresses my strengths/weaknesses	3.23	3.36	2.88	3.07	2.55	2.34
Advisor concerned re: my welfare	3.34	3.40	2.92	3.04	2.63	2.43
Advisor helps me understand interests	3.32	3.40	2.86	3.01	2.59	2.30
Advisor helps me clarify educational goals	3.34	3.49	2.96	3.11	2.64	2.43
Advisor encourages me: campus activities	2.85	3.00	2.59	2.65	2.41	2.20
Advisor encourages me: planning program	3.45	3.42	2.92	3.06	2.87	2.61
Satisfied with advising at UTD	3.43	3.47	3.16	3.22	2.64	2.17
Average	3.42	3.48	3.17	3.23	2.83	2.60

Table 4
Undergraduate Advising Survey Results

	EPPS		UND	
	2005	2006	2005	2006
	N=122	N=85	N=28	N=32
Atmosphere	3.11	3.09	3.68	3.26
Availability of Advisor	2.78	2.69	3.46	3.26
Advisor's Preparation	2.91	2.87	3.57	3.26
Advisor's Knowledge/Course Offerings	3.02	3.00	3.68	3.48
Advisor's Knowledge/General Ed Req.	3.11	3.11	3.64	3.55
Advisor's Knowledge/Degree programs	3.17	3.10	3.59	3.30
Advisor's Knowledge/Transfer Credits	3.06	3.05	3.55	3.38
Advisor's Knowledge/UTD Policies/Proc.	3.13	3.08	3.48	3.34
Advisor's ability to refer	3.04	2.90	3.65	3.35
Advisor's info & follow up	2.87	2.91	3.50	3.30
Advisor is approachable	3.02	2.95	3.71	3.68
Advisor's Communication Skills	3.07	3.02	3.68	3.68
Advisor addresses my strengths/weaknesses	2.68	2.80	3.52	3.07
Advisor concerned re: my welfare	2.82	2.84	3.54	3.26
Advisor helps me understand interests	2.76	2.76	3.35	3.04
Advisor helps me clarify educational goals	2.76	2.79	3.33	3.11
Advisor encourages me: campus activities	2.46	2.59	3.42	2.83
Advisor encourages me: planning program	2.86	2.96	3.59	3.14
Satisfied with advising at UTD	2.75	2.66	3.61	3.52
Average	2.91	2.90	3.56	3.30

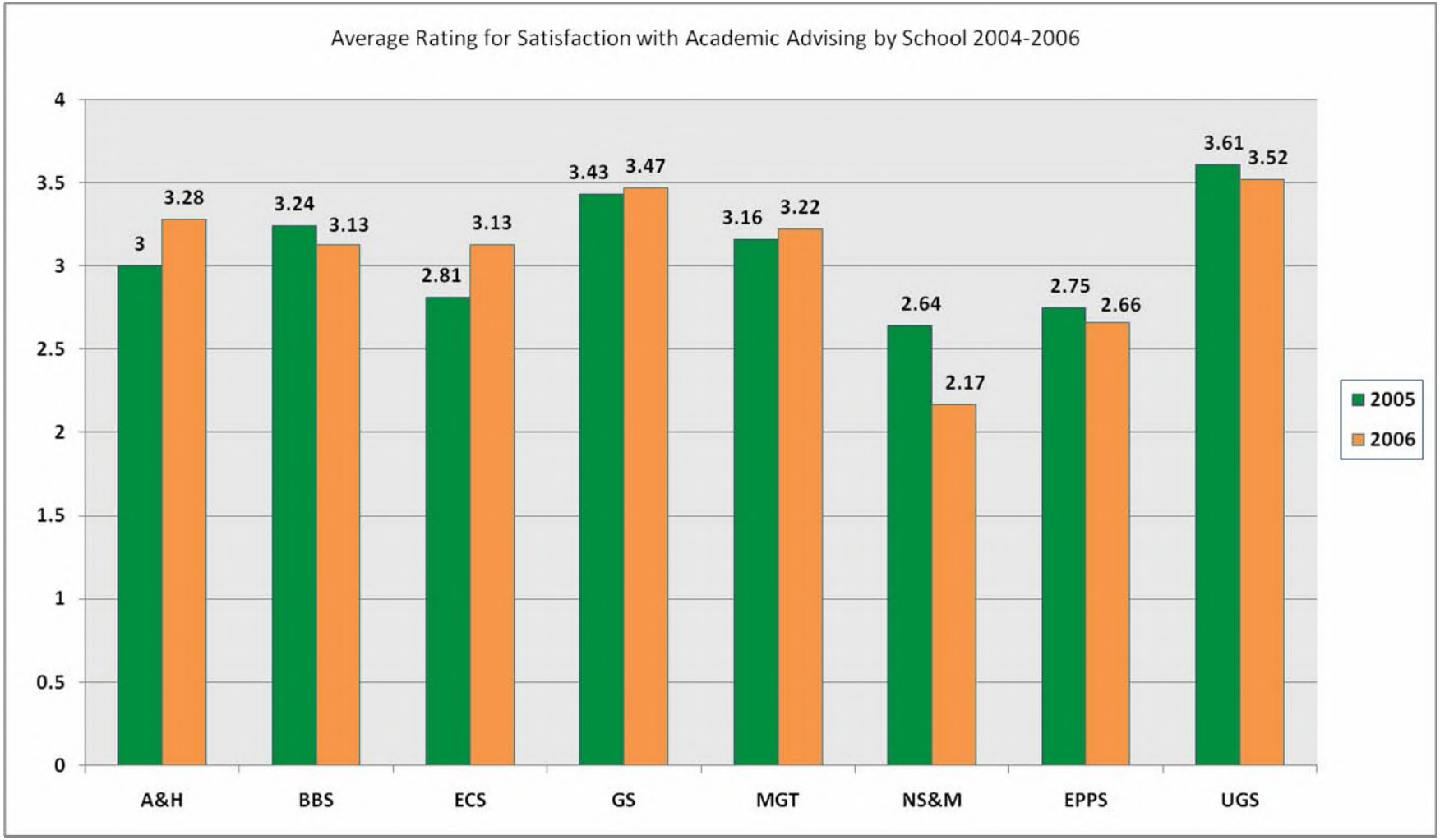
Average Rating for Satisfaction with Academic Advising by School 2004-2006
4
3.5
3
2.5
2
1.5
1
0.5
0
3
3.28
3.24
3.13
2.81
3.13
3.43
3.47
3.16
3.22
2.64
2.17
2.75
2.66
3.61
3.52
A&H
BBS
ECS
GS
MGT
NS&M
EPPS
UGS
2005
2006

Figure 1