

MAP Advising Workgroup**2013 Illinois Student Support Services Survey – Illinois MAP Eligible Students****Highlights:**

- ✓ About 98,000 FY2013 MAP-eligible student e-mail addresses were secured, and a message was sent to each student asking for feedback on the support initiatives being utilized at the institution they are currently attending. In about a week and a half, more than 7,200 students completed the survey. Ninety-seven percent of MAP-eligible institutions are represented in the findings.
 - About 43 percent of respondents are currently enrolled at 16 of the 133 schools - University of Illinois - Chicago (5%), University of Illinois - Urbana (5%), DePaul University (4%), College of DuPage, Harold Washington College, and Northern Illinois University (3% each), and Chicago State University, Illinois State University, Kennedy-King College, Malcolm X College, Northeastern Illinois University, Southern Illinois University - Carbondale, Southwestern Illinois College, Triton College, Western Illinois University, and Wilbur Wright College (2% each).
 - Forty-six percent of respondents indicated they are currently enrolled at a community college, and 40 percent indicated they are currently enrolled at a 4-year public or private institution.
 - Thirty-seven percent of respondents identified their current status as sophomore, 23 percent as junior, 21 percent as senior, and 19 percent as freshman.
- ✓ Forty percent of overall respondents reported that academic advising is *required*, 36 percent indicated it is *recommended*, 11 percent reported it is *optional*, and 14 percent of respondents indicated they are *unsure* about whether academic advising is required, recommended, or optional at their institution.
 - Twenty-four percent of community college respondents reported academic advising is required at their institution compared to 54 percent of 4-year institution respondents.
 - As the status of the respondent increased from freshman to senior, so did the percentage of respondents who indicated academic advising is required (freshmen – 30%, sophomores – 35%, juniors – 42%, seniors – 49%). Freshman respondents were much more likely to have indicated they were unsure whether academic advising was required; 25 percent compared to 12 percent of sophomore respondents, 11 percent of junior respondents, and 9 percent of senior respondents.
- ✓ Sixty-seven percent of respondents indicated they have completed academic advising this academic year.
 - Sixty-two percent of community college respondents indicated they have completed academic advising compared to 69 percent of 4-year institution respondents.
 - Freshman respondents were less likely to have reported they completed academic advising (58%) than sophomore (66%), junior (71%), and senior (69%) respondents.

- Respondents who indicated academic advising was required or recommended at their institution were more likely than respondents who said advising was optional or they were unsure to have completed academic advising; 78 percent and 69 percent, compared to 47 percent and 37 percent, respectively.
 - Fifty-two percent of these respondents reported they meet with an advisor once every quarter/semester/term, 21 percent reported they meet with an advisor twice every quarter/semester/term, 10 percent reported they meet with an advisor once a year, 7 percent reported meeting with an advisor more than three times every quarter/semester/term, and 6 percent of these respondents indicated they meet with an advisor three times every quarter/semester/term. The remaining 4 percent indicated some “other” frequency of meeting with an advisor.
 - Both community college respondents and 4-year institution respondents reported meeting with an advisor at similar frequencies as overall respondents.
 - Fifty-two percent of these respondents reported they spend 16 to 30 minutes with an advisor each time they meet with them, 23 percent spend 31 minutes to 1 hour, 22 percent spend 15 minutes or less, and 2 percent reported spending more than 1 hour with an advisor each time they meet with them. The remaining 1 percent indicated some “other” amount of time spent with an advisor each time they meet.
 - Both community college respondents and 4-year institution respondents reported spending a similar amount of time with an advisor as overall respondents.
- ✓ Fifty-two percent of respondents who indicated they have completed academic advising reported they receive advising from *both* professional staff and faculty, 28 percent indicated they receive advising from professional staff only, and 20 percent of respondents indicated they receive advising from faculty only. Sixty-two of these respondents reported they always meet with the same (one) individual, and 38 percent reported meeting with multiple individuals to receive academic advising.
- Community college respondents were more likely than 4-year institution respondents to have indicated they receive advising from a professional (34% compared to 25%), and less likely to have indicated they receive advising from faculty (16% compared to 23%). Community college respondents were less likely to have reported that they meet with the same (one) individual each time they see an advisor, 50 percent compared to 70 percent of 4-year institution respondents.
- ✓ Respondents were asked to identify the primary way(s) they interact with an advisor when receiving services. Ninety-four percent of these respondents reported they interact with an advisor on an individual face-to-face basis, 48 percent through email, 20 percent by phone, 5 percent by group presentation, and/or 1 percent of respondents reported interacting with an advisor through social media. Less than one percent of respondents identified some “other” way they interact with an advisor.
- Both community college respondents and 4-year institution respondents reported interacting with an advisor in similar ways as overall respondents, except for by e-mail; 31 percent of community college respondents reported interacting with an advisor through e-mail compared to 59 percent of 4-year institution respondents.
- ✓ Respondents were asked to identify the services they have received through academic advising. Ninety-two percent reported they have received help choosing classes, 61 percent guidance related to choosing a major/career, 50 percent academic monitoring and support, 45 percent information about campus resources and support services, 40

percent information on financial aid or budgeting, and/or 19 percent of respondents reported they have received emotional support or guidance. Two percent of respondents reported receiving some “other” services through academic advising.

- Respondents who indicated academic advising is required at their current institution were more likely than respondents who indicated advising is recommended, optional, or that they are unsure, to have reported receiving all of the services listed except for information on financial aid and budgeting. Forty-one to 42 percent of respondents, regardless of whether academic advising is required or not, reported they received information on financial aid or budgeting through academic advising. Respondents who indicated academic advising is required or recommended at their institution were more likely than respondents who indicated advising is optional or that they are unsure to have reported receiving guidance related to choosing a major/career (65% and 60% compared to 44% and 49%, respectively), information about campus resources and support services (50% and 46%, compared to 28% and 39%, respectively), and receiving academic monitoring and support (59% and 44%, compared to 27% and 41%, respectively).
 - Both community college respondents and 4-year institution respondents reported receiving the various advising services at similar percentages as overall respondents, except for academic monitoring and support and information on financial aid and budgeting; 40 percent of community college respondents reported receiving academic monitoring and support compared to 56 percent of 4-year institution respondents, and 47 percent of community college respondents indicated receiving information on financial aid and budgeting compared to 34 percent of 4-year institution respondents.
- ✓ Fifty-five percent of respondents reported they have taken advantage of a program, service, and/or initiative at their institution (other than academic advising) designed to help them succeed in college. Of those respondents, 92 percent reported on one program, and 8 percent reported taking advantage of more than 1 program. Just 22 percent of respondents, who indicated they are taking advantage of a program, provided a name for the support initiative they are participating in at their institution.
- Fifty-eight percent of 4-year institution respondents reported they have taken advantage of a college success program compared to 49 percent of community college respondents.
 - Upperclassmen were more likely to have reported they have taken advantage of a college success programs at their institution than freshmen; 61 percent of seniors, 53 percent of juniors, and 54 percent of sophomores have taken advantage of a program compared to 45 percent of freshmen.
 - Fifty-seven percent of respondents who indicated they have completed academic advising said they have taken advantage of a college success program at their institution compared to 47 percent of respondents who have not completed academic advising.
 - Sixty percent of respondents who indicated academic advising is required at their school said they have taken advantage of a college success program at their institution, compared to 55 percent of respondents who indicated advising is recommended at their school, 42 percent of respondents who reported advising is optional at their school, and 40 percent of respondents who said that they are unsure whether academic advising is required at their institution.

- ✓ Respondents were asked to identify the category(ies) that best describes their respective program(s). Overall, respondents identified 59 percent of programs as Academic Support (Including Advising), 44 percent as Counseling & Mentoring, 40 percent as Student-Faculty Interactions, 36 percent as Scholarships, 23 percent as Learning Communities, 22 percent as Transition & Orientation, and 17 percent as Tracking/Early Warning. Respondents indicated just one percent of programs fell under some “other” category.
- ✓ Twenty-seven percent of respondents reported meeting or corresponding with someone as part of a program at least once a week (4 percent everyday, 12 percent a couple of times a week, and 11 percent once a week), 28 percent reported meeting with someone once a quarter or semester, 20 percent indicated they meet with someone a couple a times a month, 12 percent once a month, and 8 percent of respondents reported meeting with someone once a year. Just 5 percent of respondents identified some “other” frequency that they meet with someone as part of a program.
- ✓ The largest proportion of respondents, 36 percent, reported spending 16 to 30 minutes each time they meet with someone associated with a program they are participating in, 29 percent reported spending 31 minutes to 1 hour, 22 percent 15 minutes or less, and 11 percent of respondents reported spending more than 1 hour each time they meet with someone. The remaining 2 percent of respondents identified some “other” amount of time they normally spend with someone each time they meet as part of a program.
- ✓ Respondents were asked to identify the primary way(s) staff at their institution interacts with them as part of a program. Eighty-four percent of respondents indicated they interact via individual face-to-face, 50 percent through email, 24 percent via group presentation, and 9 percent through social media. Three percent of respondents identified some “other” way they interact with staff at their school as part of a program.
- ✓ Respondents were asked to identify the services they have received through the support initiative(s) they are participating in at their institution. Fifty-three percent of respondents reported they have received help choosing classes, 51 percent academic monitoring and support, 48 percent guidance related to choosing a major/career, 47 percent information about campus resources and support services, 37 percent information on financial aid or budgeting, and/or 30 percent of respondents reported they have received emotional support or guidance.
- ✓ Ninety-six percent of respondents indicated the program, service, or initiative they are participating in is helpful. When asked if there is anything that could make the program better, 62 percent of respondents indicated no changes were needed. Twenty percent of respondents suggested better instruction or guidance, 18 percent more time, and/or 8 percent suggested a different framework could make the program they are participating in better.
- ✓ Eighty percent of respondents reported the program they are participating in is *voluntary*, 17 percent indicated the program is *required*, and the remaining 3 percent specified some “Other” structure.

- ✓ Forty-two percent of all respondents indicated they are having problems that are making it difficult to stay in school, and 58 percent said they are not having problems. When asked to identify the factors or issues that are making it difficult to stay in school, 53 percent reported the cost of college is too high, 35 percent said family reasons, 24 percent employment opportunities, 23 percent each either said school is conflicting with their job or they are having trouble organizing their time, and/or 21 percent each either reported they are having difficulties with classes or they need to support their family. The remaining factors or issues were mentioned by less than 15 percent of respondents who are having difficulties – medical reasons (14%), unsure about education goals (11%), lack of encouragement from family (10%), classes not available (10%), got married and/or had a baby (6%), don't fit in (5%), and /or don't like school (3%).
 - Both 44 percent of community college respondents and 44 percent of 4-year institution respondents reported they are having problems that are making it difficult to stay in school. Community college respondents were more likely to have identified problems as “family reasons” (39% compared to 31%) and “I need to support my family” (28% compared to 16%), and much less likely to have identified “cost of college too high” (35% compared to 70%).
 - A similar percentage of respondents by class level reported having problems making it difficult to stay in school – freshmen (45%), sophomores (43%), juniors (47%), and seniors (41%). Sixty-eight percent of senior respondents and 60 percent of junior respondents identified the “cost of college is too high” as a factor making it difficult for them to stay in school compared to 42 percent of freshman respondents and 45 percent of sophomore respondents.
 - Forty-two percent of respondents who indicated they have received academic advising reported they are having problems that make it difficult for them to stay in school, compared to 48 percent of respondents who indicated they have not received academic advising.
 - Forty three percent of both respondents who indicated academic advising is either required or recommended reported they are having problems that make it difficult for them to stay in school, compared to 49 percent of respondents who said advising is optional and 46 percent of respondents who reported that they are unsure whether advising is required.

- ✓ Forty-one percent of respondents reported the advising/support services they are receiving are helping with the problems that are making it difficult for them to stay in school, and 59 percent said they are not.
 - Four-year institution respondents were somewhat more likely than community college respondents to have indicated the advising/support services they are receiving are helping with the problems that are making it difficult for them to stay in school – 42 percent compared to 38 percent.
 - This percentage breakdown was similar by class level; senior respondents were somewhat less likely to have reported that the advising/support services are helping (36%), than freshman respondents (41%).
 - Respondents who indicated they have not completed academic advising were much less likely to have reported that the advising/support services are helping (30%), compared to those respondents who have completed academic advising (45%).
 - Respondents who indicated academic advising is either required or recommended were much more likely to have reported that the advising/support services are helping (46% and 42%, respectively), than respondents who

reported academic advising is optional or that they are unsure whether it is required (26% and 30%, respectively).

- ✓ Respondents were asked to identify what (if anything) would help them stay in school. Eighty-two percent indicated additional funding would help them stay in school, 33 percent said additional academic support, 29 percent additional guidance or counseling, and/or 26 percent reported more encouragement would help them stay in school.
 - Four-year institution respondents were more likely than community college respondents to have reported additional funding will help them stay in school (89% compared to 75%), and community college respondents were more likely than 4-year institution respondents to have indicated more additional guidance and counseling (31% compared to 25%) and more encouragement (28% compared to 22%) would help them stay in school.
 - Additional funding is important for respondents from all class levels, but the percentage increased as the class level increased – freshmen (76%), sophomores (81%), juniors (84%), and seniors (89%). Freshman and sophomore respondents were somewhat more likely to have indicated additional guidance or counseling and/or more encouragement would be helpful in keeping them in school than junior and senior respondents.