

BETTERING THE TRANSFER STUDENT EXPERIENCE: WHAT DO TRANSFER
STUDENTS NEED FROM THE ACADEMIC ADVISING PROGRAM AT CAL POLY?

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Abstract

Transfer students' success is proven to be determined by the resources and support they receive from their receiving institutions. This paper investigates California Polytechnic State University, San Luis Obispo's transfer students and their experiences within academic advising from the perspective of the students. Using a survey with mixed quantitative and qualitative analysis I find that students want earlier meetings with academic advisors, better communication channels, and more availability. Bettering the resources for transfer students would allow Cal Poly to have a better reputation for transfer student experiences as well as allow for even more successful transfer stories.

Keywords: transfer students, academic advising, Cal Poly

Bettering The Transfer Student Experience: What do Transfer students need from the Academic Advising Program at Cal Poly?

Introduction

There are more than double the amount of students enrolled in higher education today than there were 23 years ago (Murthi & Bassett, 2022). With this rising number of students it is important that underrepresented students do not fall behind as much of this rise is happening mostly for those of a higher income (Murthi & Bassett, 2022). As the demand for employees with higher education increases, equitable opportunities for students of middle and lower income levels should be at the forefront of priorities for colleges and universities. A bachelor's degree can increase one's earnings by more than 60 percent, but without the resources to obtain a degree it is near impossible to climb the ladder of socioeconomic class (Hill, 2022). Similarly to the cycle of poverty, without the means or opportunities to advance themselves, lower income families are unable to achieve a degree or acquire a higher paying job that would allow future generations to also succeed in higher education and move up in socioeconomic class. This leaves higher education only in the hands of the elites with little access for those of lower income. In order to break down this systemic and perpetuating cycle of inequality in higher education it is crucial that higher education becomes more accessible for underprivileged communities.

Community colleges make higher education more attainable for underrepresented students. Within the California Community Colleges, Latinos and African Americans make up over half of enrolled students (“Increasing Equity and Diversity”, 2017). Community colleges can bridge the gap of making higher education more equitable for lower income students by providing a cheaper and more cost-effective route to four-year institutions. Even so, there are many struggles that transfer students may face in their higher education journey.

Upward transfer enrollment from a two year community college to a four year university declined by almost 12 percent from 2021 to 2022 (Melidona, 2022). This can be due to a myriad of reasons and can be seen across all genders, races, and ages. This shows that there is not just one demographic that puts students at a disadvantage from upward transfer since students from all demographics are experiencing this decrease. Furthermore this suggests that institutions hold some responsibility for improving upward mobility and student success. This also suggests institutions should be thinking broadly about the barriers transfer students face instead of focusing on certain disadvantaged groups and helping the transfer student population as a whole. With the ever increasing need for higher education, it is in the hands of the receiving institutions to not only accept and welcome transfer students, but to also prepare and provide resources for all sorts of transfer student successes.

In addition to the unique set of challenges that come with being a transfer student, many of these students are first generation college students and face systemic discrimination, as they come from underrepresented backgrounds. This comes with a lot of unique experiences and the need for a unique support system from four year universities. Many transfer students are older, come from a lower socioeconomic class, work full-time, and have significant family responsibilities; these characteristics show us that they may need support in different ways as they have a completely unique and different experience than traditional four year students (Lester et. al., 2013). Transfer students can more easily slip through the cracks of higher education. Many support systems at universities, such as academic advising were designed to serve traditional students, but with transfer student populations growing it is important that student services grow with these changes.

Cal Poly San Luis Obispo is one of only two of 23 California State University campuses to not be a Hispanic Serving Institution and is known for being a predominantly white institution (“California State University’s Hispanic- Serving Institutions”, 2017). “Hispanic-Serving Institutions (HSI) are defined under the Higher Education Act (HEA) as colleges or universities where at least 25 percent of the undergraduate, full-time enrollment is Hispanic; and at least half of the institution’s degree-seeking students must be low-income,” (“California State University’s Hispanic- Serving Institutions”, 2017). Because transfer students tend to be a particularly diverse group, enrollment of more transfer students may allow Cal Poly to reach its diversity, equity and inclusion goals, but transfer resources are limited. With transfer students making up only 11 percent¹ of the student population at Cal Poly it may seem as though it is an almost irrelevant task to ensure transfer students have an exceptional experience within academic advising, but it is crucial for the success of underrepresented students and future students of Cal Poly. With a positive experience in academic advising transfer students may have a better experience at Cal Poly overall, feeling welcomed and prepared for their higher education journey. If Cal Poly had a better reputation for being a welcoming campus for Latinx and transfer students, it could again help with transfer student recruitment, enrollment, and retention.

Studying transfer students' academic advising experiences can inform practices that could increase success for transfer students within Cal Poly San Luis Obispo. This research will allow for academic advisors to see the academic advising experience from the point of view of transfer students themselves. Transfer students want an equitable chance at achieving a higher education degree compared to their traditional student peers. It is likely that the current experiences

¹ “A Master Plan for Higher Education in California, 1960-1975” published by California State Department of Education states that state colleges should have a 55% enrollment of upper division transfer students.

amongst Cal Poly transfer students in academic advising will differ among colleges and many students will want more opportunities to meet with advisors. Equitable higher education should be the priority of all colleges and universities and focusing on the success of transfer students is a step in the right direction in achieving this as community college is the most accessible route for underrepresented students right now.

For the purpose of this research paper, I will use the phrase “traditional students” to describe students that went to a four year university right after graduating high school in view of the fact that this is historically the more traditional higher education route taken by students. The phrase “transfer student” will be used to describe undergraduate students that came into a four year university at a junior standing, approximately two years of college completed, with 90 to 134 quarter units or 60 to 89 semester units. Often these students are coming from a two year community or junior college, but students transferring from one four year university to another four year university (at a junior standing) are also categorized as transfer students.

Background

Studying transfer students is not a new idea. Scholars have often focused on transfer shock, the initial decrease in academic performance and drop in GPA when transferring into a four year university (Hills, 1965). Transfer shock results from and can be increased by the lack of knowledge of resources, support systems, and strategies for success within a transfer students receiving institution (Queen, 2022).

More recently, transfer student success has been studied and measured through transfer student capital (amount of knowledge a student gains during the transfer process) which is shown to be a significant predictor of GPA (Hayes et al.,2020; Moser, 2013). The sense of belonging, social and academic integration of a student is theorized to correlate with a student's retention

(Lester et. al., 2013). But the way that the sense of belonging, social and academic integration are defined is different and specific to each population. Transfer students tend to be more focused on academics than building social bonds and put academics at the forefront of their college experience (Lester et. al., 2013).

Research done on academic advising for transfer students suggests that academic advising should be tailored towards students needs and proactive in the way that that information is provided to students (Donaldson et. al., 2016). One scholar describes the importance of an intrusive academic advising model rather than a reactive model (Donaldson et. al., 2016). This means providing students with what they need to be successful before it is too late. This paper will attempt to find the ways in which academic advising should be tailored for Cal Poly transfer students.

The 2021 - 2022 Transfer Center annual report, noted that within the Academic Advising Program Review done by NACADA (National Academic Advising Association) here at Cal Poly they have recommended that there be an in depth review of the transfer student experience from beginning to end in order to understand the complexities and struggles that transfer students may face here at Cal Poly (*Transfer Center Annual Report Info., 2021-2022*). This research paper will contribute to the need for that in-depth review and help build upon what we already know: the transfer student experience at Cal Poly within academic advising is challenging. We know that transfer student access to academic advising is very limited and transfer students' experiences within advising are inconsistent, especially across colleges. Without proper advising, students may end up at Cal Poly longer than the expected two years. This leaves students paying more money for their degree and Cal Poly not meeting their target graduation rates for transfers.

Method

This study uses a mixed methods design to assess the current experiences of Cal Poly transfer students within academic advising as well as what transfer students hope to see from academic advising. The research design consists of a survey with a majority of the questions containing quantitative results and a few qualitative text responses to complement and enhance the understanding of the transfer student experience. The design of this study allows for a numerical analysis of what transfer students are experiencing and wanting while allowing students to voice their own concerns that may not have been covered in the set survey questions with limited response choices. Cal Poly's institutional review board approved this research protocol and design for this study.

Procedure

This study took place in an online survey format using the software Alchemer between December 2022 and February 2023 (see Appendix A for full survey). Both quantitative and qualitative data were collected. Data collected consists of the subject's college, major, and age as well as transfer student experiences and wants within academic advising at Cal Poly. Many questions had set answer choices with a couple of the questions being free response. Data was collected anonymously. The survey link was sent out to only transfer students by email from various centers on campus (Table 1). A QR code was also posted in the Cal Poly Transfer Center and on social media for students to scan. Response activity including spikes in responses can be noted in Figure 1.

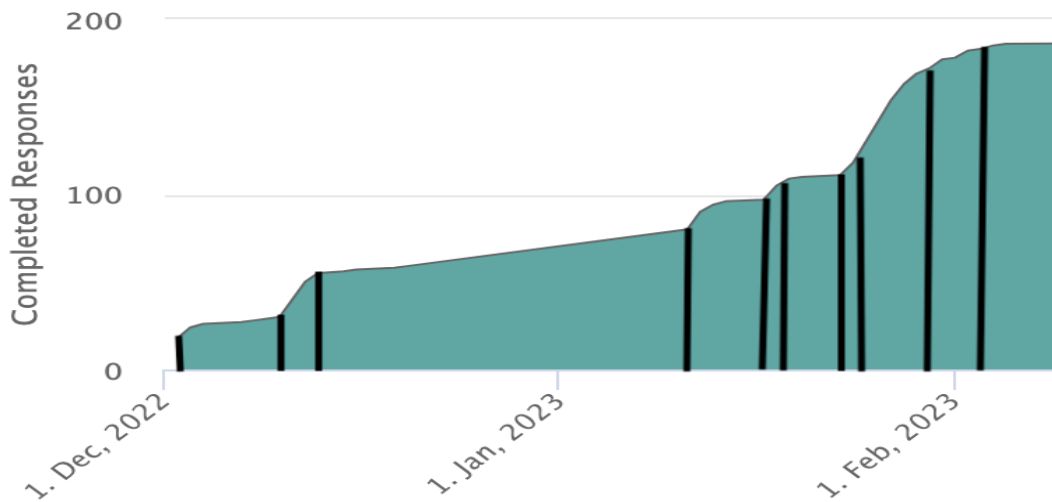
Table 1

How the survey link was sent out

Name	Department/Center	Date survey was sent out	How the survey link was sent out
Hailey Fletcher	Transfer center	12/2	Posted on Transfer Center IG story and flyers posted in the Transfer Center
Admin Coordinator	EOP	12/8	Email from EOP department
Sabrina Canady	CLA Advising	12/12	email sent from CLA Advising
Meagan Groom	CAFES Advising	1/12/2023	Email from CAFES Advising
Stacy Nyikos	TRIO Achievers	1/17/23	Email from TRIO Achievers
Hailey Fletcher	Transfer center	1/18/23	Posted on Transfer Center IG story
Bianna Lelieur	Transfer center	1/23/23	Sent in bi-weekly newsletter
Hailey Fletcher	Transfer center	1/24/23	Posted on Transfer Center IG story
Jessica Todd	CAED Advising Center	1/30/23	Email from CAED Advising
Anya Beraman	CSM Student Services	2/3/23	Email sent from CSM Advising

Figure 1 Each black line shows when the survey was shared

Response activity



Participants

Participants of this study consist of current Cal Poly transfer students through volunteer sampling. A total of 186 students completed the survey and an additional 49 students started the survey but did not complete it. I only analyzed the data from the 186 students that fully

completed the survey. It can be estimated that the survey was sent to 1,233 students through emails sent from academic advising and 1,900 students were sent the email through the Transfer Center newsletter. We do know Cal Poly has 2,270 transfer students enrolled for the 2022-2023 school year. Therefore, 10.35% of Cal Poly transfer students took the survey.

The student respondents transferred into Cal Poly within the years of 2013 and 2022 with ages ranging from 19 to and 53. It is important to recognize that the Cal Poly transfer student body is diverse, in terms of socio-economic and minority status; however, no data was collected on socio-economic or minority status as it did not seem relevant to the research question at hand. Because participants represented transfer students from all colleges, it is possible to find disparities in academic advising between colleges. The various colleges that these participants are a part of are: College of Agriculture, Food and Environmental Sciences, College of Architecture and Environmental Design (CAFES), College of Engineering (CENG), College of Liberal Arts (CLA), College of Sciences and Mathematics (COSAM), and Orfalea College of Business (OCOB) (see Appendix B). Due to very limited responses from OCOB (6 students), COSAM (10 students), and CAED (2 students) I will only analyze quantitative results from CLA, CAFES, and CENG, but qualitative results will be looked at from all colleges. There are fewer transfer students in COSAM and CAED. Within OCOB it is possible that there were very few respondents because it was not sent to transfer students in that college directly by their academic advisors as OCOB holds one highest number of transfer students. Within CLA, CAFES, and CENG there were high response rates within 48 hours of their college emailing about the survey.

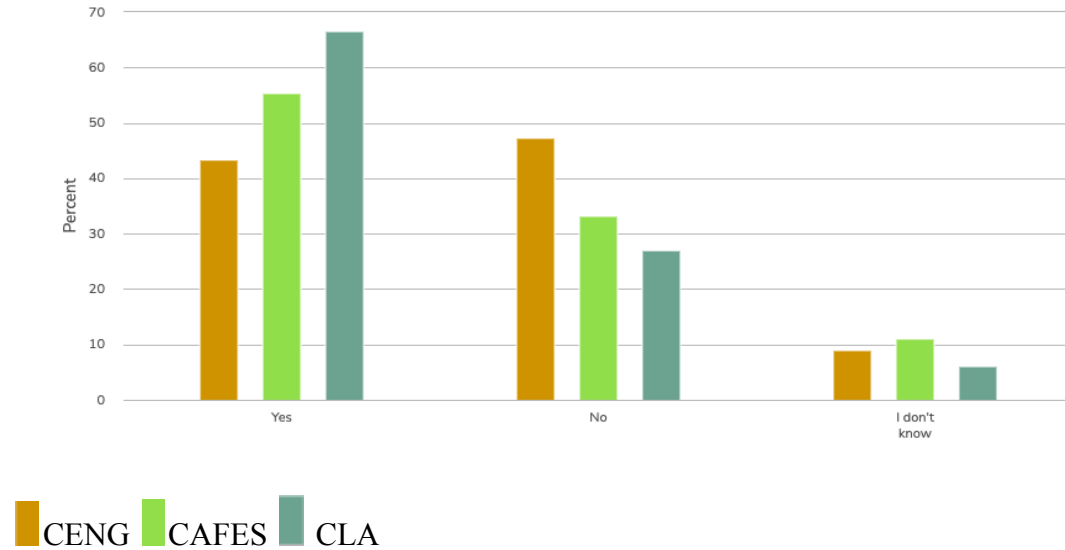
Results

Quantitative Results

First I investigated survey questions with qualitative analysis. Only 43.4% of CENG students reported knowing the difference between faculty advisors and college academic advisors, compared to 66.7% of CLA students and 55.6 % of CAFES students (see Figure 2).

Figure 2

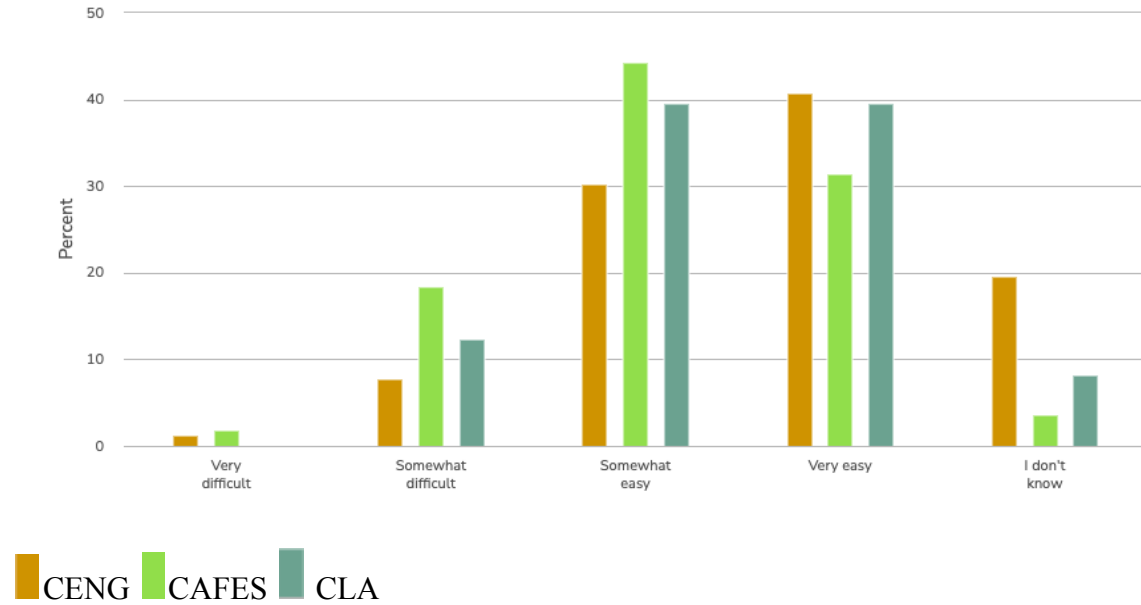
Do you know the difference between faculty advisors and college academic advisors?



71% of CENG students, 76% of CAFES students and 79.2% of CLA students described accessing academic advisors as somewhat easy or very easy when asked how easy it is to access a college academic advisor (Figure 3).

Figure 3

How easy is it for you to access a college academic advisor?



Of the 21.5% of CENG students that have not met with an academic advisor during their time here at Cal Poly, 82.4% felt they did not need to meet with an advisor when asked why they have not met with an academic advisor (Figure 4). 40.6% of students who have not met with an academic advisor indicated that they do not know what academic advising provides (Figure 5). The number of students that have not met with an academic advisor were much smaller in CLA (8.3%) and CAFES (11.1%) (Figure 6).

Figure 4

Why have you not decided to meet with an academic advisor?

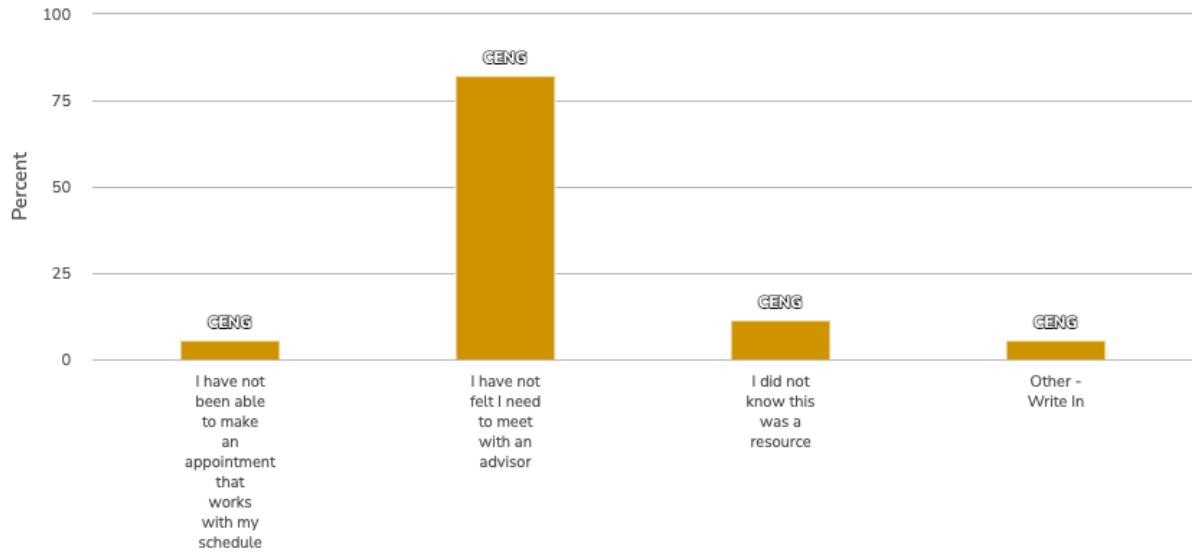


Figure 5

Do you know what academic advising provides?

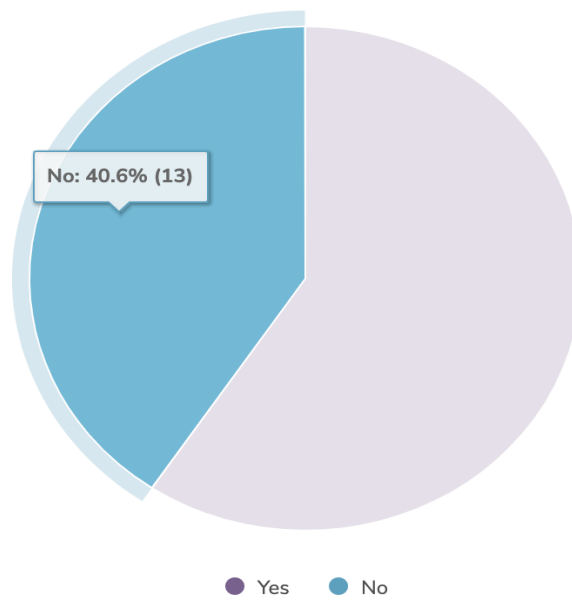
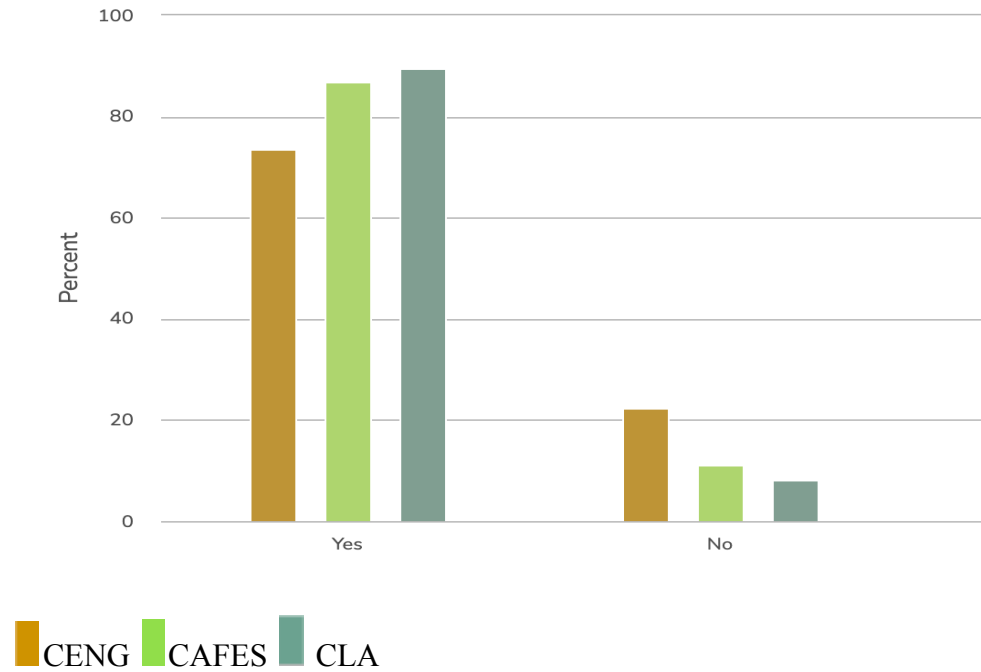


Figure 6

Have you met with a college academic advisor?



Of the students that have met with an academic advisor here at Cal Poly (70.9% of CENG students, 85.5% of CAFES students, and 75.4% of CLA students), 58.1% of CLA students found academic advising to be “very useful,” compared with only 37.5% of CENG students and 31.9% of CAFES students (Figure 7). See Figure 8 to see how often students that have met with an advisor have done so.

Figure 7

How useful was meeting with a college academic advisor?

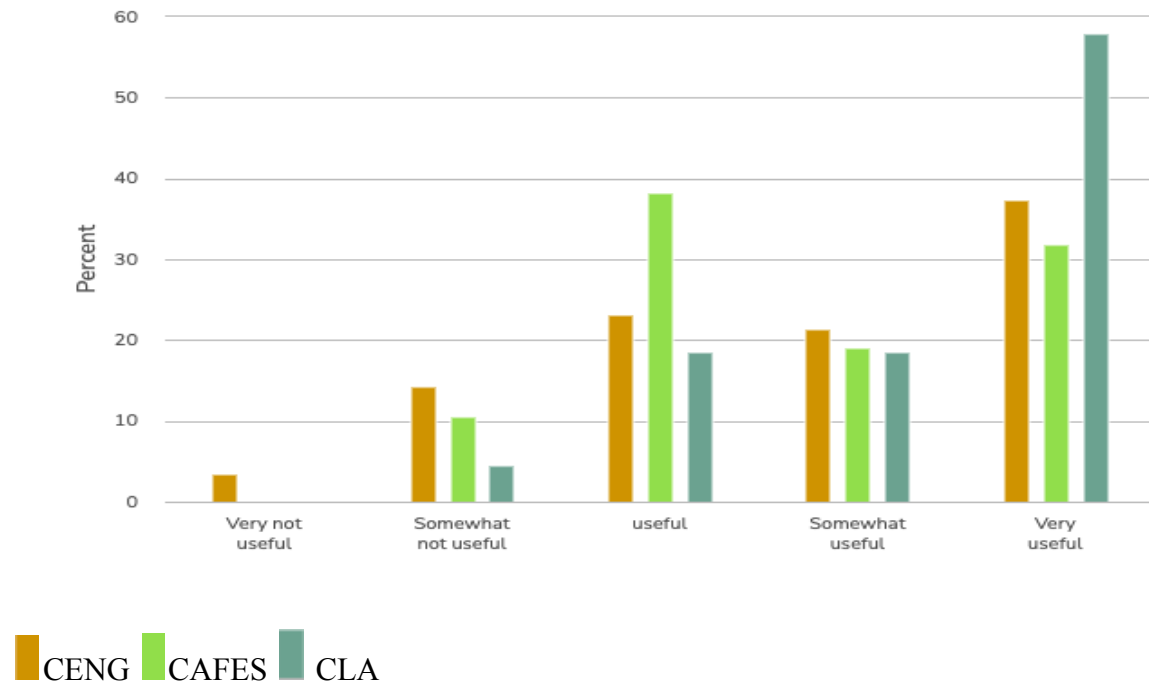
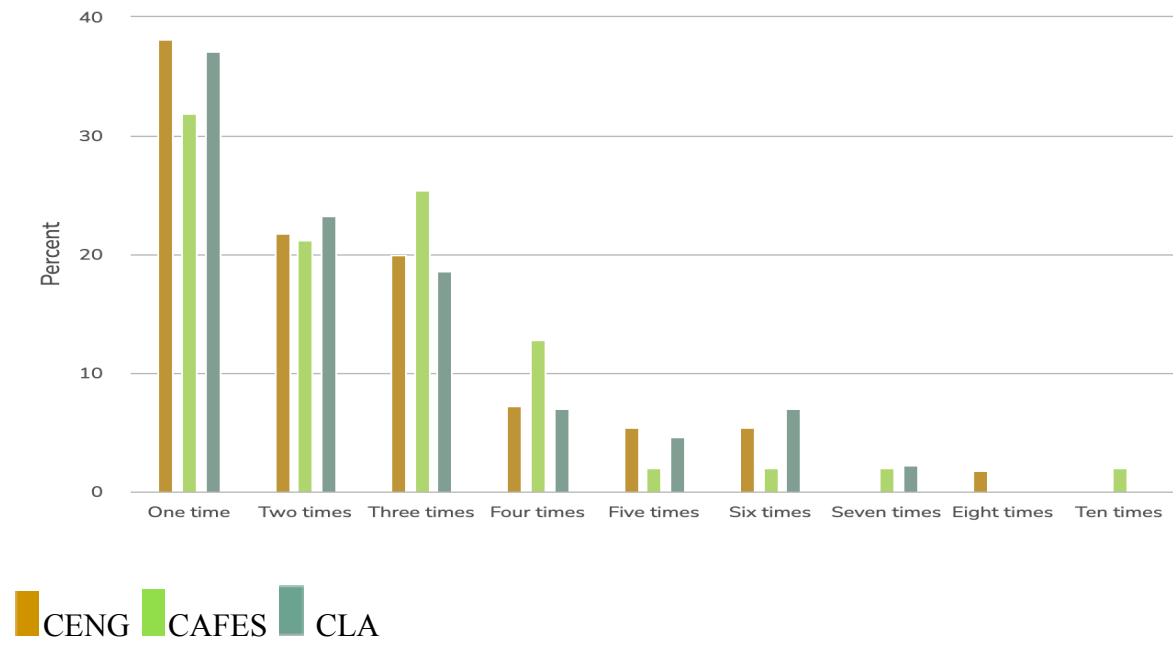


Figure 8

How often have you met with an academic advisor?



When asked to select all the ways in which they would like to receive information relating to academic advising, 95.1% of all students surveyed chose email/newsletter as a way they would like to receive information. In contrast, 35.9% selected texts, 31.5% selected social media, 17.4% mentioned posters and only 14.7% selected events (Figure 9). When asked to rank the ways in which they preferred to receive information on academic advising, emails/newsletters was ranked highest, followed by texts, social media, posters and lastly events (Figure 10).

Figure 9

How would you like to receive information on academic advising? Choose all that apply.

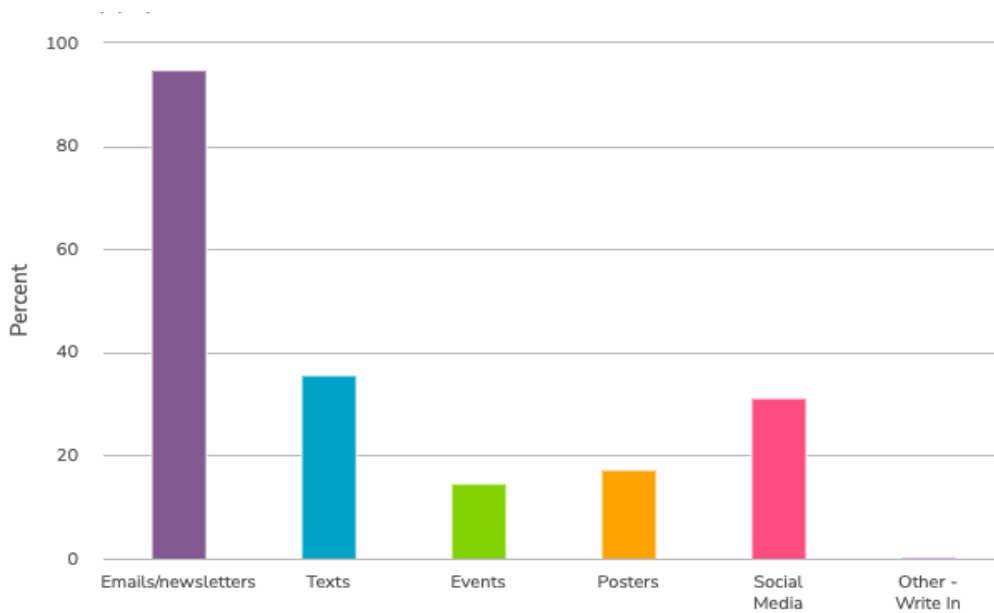
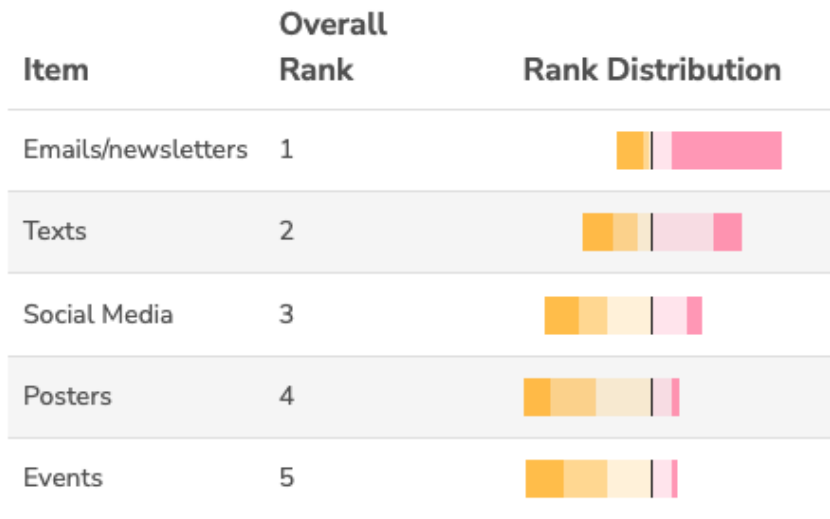


Figure 10

Rank how you would prefer to receive information on academic advising. First being the most preferable and last being least preferable.



Qualitative Results

In response to open-ended questions students reported wanting more one-on-one advising, whether that be in person or on zoom, and they want more availability that is accessible. When asked what their ideal academic advising experience would look like, one CAFES student summed up what many others mentioned in their responses, “In person or on zoom 1 on 1. Good availability.” Students want more accessibility and flexibility in scheduling appointments with their academic advisors. The words “availability” or “flexibility” were mentioned in 34% of all free response answers. One student from CLA mentioned their ideal academic advising experience would look like “one that is accessible and flexible with a busy schedule. One where you don’t have to schedule weeks in advance.”

Required or mandatory meetings were also a widely suggested idea by students across all colleges. A CENG student stated, “I think it would make sense to make students meet with an academic advisor.” Similarly, many other students in varying colleges mentioned, “required

meetings,” in their free response answers. When asked what their ideal academic advising experience would look like, a CLA student mentioned, “I think transfer students should be set up with a mandatory academic advising meeting once they are admitted to Cal Poly.” Other students also expressed the want for earlier meetings, before school starts since they as transfer students have a lot less time to complete their required courses than traditional first year students. When asked about their current academic advising experience a CAFES student stated, “As a transfer student navigating Cal Poly’s scheduling it is imperative that academic advisors give more one-on-one attention with transfer students at the beginning of their education journey at Cal Poly.” This reinforces the want for one on one availability and the want for the choice of having an academic advising meeting before entering Cal Poly in order to clear up any confusion.

Students shared that they would like advisors who are knowledgeable about their educational journey and goals. One CENG student mentions, “Transfers follow a different flow chart than other students, so having advisors who are well versed in this different pathway is very helpful for us.” A CAFES student stated:

I think college academic advisors should be more knowledgeable about the experience of transfers and their knowledge of the school and what it takes to be successful. When coming in as a freshman you are exposed to more options and have a larger amount of time to figure out the Cal Poly system.

Other students shared wanting an assigned advisor. When asked about what characteristics of academic advising they found most useful at their previous institutions one CENG student stated, “Having an assigned advisor that remembered who I was and a bit about my specific course plan and could tailor our sessions. I felt like it was more efficient than having someone new that had to relearn my unique plan.” Others suggested transfer specific advisors. “I think transfers should

have their own advisors. Transferring is not an easy process especially to Cal Poly. It's hard to stay on track and having additional help would be great,"(CAFES student).

Nevertheless, many students have had a very positive experience navigating academic advising at Cal Poly. One student stated, "My counselor was super nice and was able to help me to the best of her ability. She made [it] clear that there [were] areas where she couldn't help me and sent me on the right path to get help," (CENG student). Another student stated that, "Cal Poly's advising has been a breath of fresh air. I feel like I'm not alone and people care about my future here," (CAFES student). Lastly, a student stated that, "The advisors in CLA (during my time at CP) were very supportive, informative, and culturally sensitive/competent. I appreciated their support through meetings," (CLA student).

Discussion and Conclusions

The results of this research support three major concerns of Cal Poly transfer students. One being that they would like to be able to meet with academic advisors sooner. Another being that they would like to receive more information from academic advising, specifically in an email or newsletter format. Lastly, transfer students shared wanting transfer specific advisors who they can meet with 1-1 in a timely and accessible format.

This research supports the idea that Cal Poly transfer students need different support strategies from academic advising than their traditional four year counterparts. It is imperative that Cal Poly prioritizes academic advisors meeting with transfer students early on in their academic journey at Cal Poly. Traditional four year students and transfer students are not able to meet with an academic advisor until SLO² days when they register for class. Since transfer

² "SLO Days is the first part of the two part orientation series all incoming undergraduate students attend to prepare them for the start of their journey as a new Mustang. Students will learn more about academics and the campus support resources available to them during their collegiate experience." (<https://orientation.calpoly.edu/slodays>)

students have half the amount of time than traditional four year students do, transfer students feel it is necessary to meet with academic advisors months prior to registering for their first quarter at Cal Poly and prior to starting school. Many transfer students shared that this would allow them to be more prepared. This shows that having appointments available for transfer students in the months following their acceptance and finishing their time at their previous university would be of use. Transfer students could feel as though they are part of the Cal Poly community sooner and feel more prepared entering their first quarter.

The way in which information is shared from academic advising is of utmost importance as well. With a common theme amongst Cal Poly transfer students being that orientation is often a negative experience with little information being available or shared as it is designed to serve traditional four year students, it falls on the hands of academic advisors to ensure transfer students are prepared with what information they may need to be successful in their classes. Although many students found academic advising to be very useful, many transfer students did not know the difference between academic advisors and faculty advisors and did not know what academic advising provides. Faculty advising is a great resource for students but is not the same as academic advising. This difference needs to be made clear during orientation (WOW³ and SLO Days) and reinforced throughout a student's time at Cal Poly.

Academic advising proves to be an integral part of a student's success and therefore it is important that students receive information not only early on, but are reminded that they do have resources to support them. Not all colleges send academic advising information out to students

³ “Week of Welcome programming encompasses key programs, key connections, and key resources - all of which new students will engage with during WOW this year! Community-building and engagement activities will take place throughout the week to connect new mustangs to their campus and the city of San Luis Obispo.”
(<https://orientation.calpoly.edu/wow/home>)

and there is no transfer specific advising newsletters. A weekly or biweekly newsletter from academic advisors containing updates on information regarding classes as well as links to websites with more in depth information and signing up to meet with their advisors. This could be of great use for transfer students. When students were emailed from academic advising there was a larger spike in survey responses, showing that transfer students are in fact reading their emails. This paired with the large number of respondents that preferred communication from academic advising through email shows that implementing a newsletter from academic advising could increase the transfer student experience.

Taking an intrusive advising approach would allow for students to feel better prepared for their academic journey. Donaldson et. al. (2016) discusses the importance of proactive academic advising for student success at the community college level. But, this could be continued and carried over at the university level. A proactive model would assist in welcoming transfer students into academic advising earlier and providing more information to transfer students.

Lastly, Cal Poly transfer students also expressed the importance and need of a transfer specific advisor as well as more availability. As noted in the survey results, these appointments should not require waiting weeks. The Mustang Success Center⁴ provides traditional first year students advising in which students can be seen day of. At a minimum we should be providing transfer students with the same access to their advisors that traditional first year students have. With the ever consuming responsibilities that transfer students hold it is crucial that they have someone not only that they know is available to support them through their educational goals,

⁴ “The Mustang Success Center provides an inclusive environment that supports first time freshmen students with their transition and integration into Cal Poly. The center’s staff provides accessible academic advising that guides students to clear pathways of success and timely graduation.” (<https://success.calpoly.edu/>)

but someone that they do not have to re-explain their educational journey to everytime they have a question.

The biggest limitation to this study is that it does not account for or represent all six Cal Poly colleges proportionally. Future research should be done in a way that there are a proportionally representative number of students from each college. With everything covered in mind it is important that the research on the transfer student experience within Cal Poly does not stop here. There should be an in depth, longitudinal study of transfer students as they enter and go through the institution in order to gain a better overall idea of what the transfer student experience looks like so that various student services could advocate for better transfer resources. Earlier meetings with academic advisors, better communication channels, and more availability for transfer students is what academic advisors should be striving and advocating for.

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Appendix A

1. This survey is intended for Cal Poly transfer students only, what year did you transfer into Cal Poly?

- Fall 2012
- Fall 2013
- Fall 2014
- Fall 2015
- Fall 2016
- Fall 2017
- Fall 2018
- Fall 2019
- Fall 2020
- Fall 2021
- Fall 2022

2. Which academic college are you a part of at Cal Poly?

- College of Architecture and Environmental Design - CAED
- College of Agriculture, Food, and Environmental Sciences - CAFES
- College of Engineering - CENG
- College of Liberal Arts - CLA
- College of Science and Mathematics - COSAM
- Orfalea College of Business - OCOB

3. What is your major?

- Architectural Engineering
- Architecture
- City and Regional Planning
- Construction Management
- Landscape Architecture

4. What is your major?

- Aerospace Engineering
- Biomedical Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Electrical Engineering
- Environmental Engineering
- General Engineering
- Industrial Engineering
- Manufacturing Engineering
- Materials Engineering
- Mechanical Engineering
- Software Engineering

5. What is your major?

- Plant Sciences
- Agricultural Business
- Agricultural Communication
- Agricultural Science
- Agricultural Systems Management
- Animal Science
- BioResource and Agricultural Engineering
- Dairy Science
- Environmental Earth and Soil Sciences
- Environmental Management and Protection
- Food Science
- Forestry and Fire Science
- Nutrition
- Recreation, Parks and Tourism Administration
- Wine and Viticulture

6. What is your major?

- Anthropology and Geography
- Art and Design
- Child Development
- Communication Studies
- Comparative Ethnic Studies
- English
- Graphic Communication
- History
- Journalism
- Spanish
- Music
- Philosophy
- Political Science
- Psychology
- Sociology
- Theatre Arts
- Interdisciplinary Studies

7. What is your major?

- Agricultural Communication
- Agricultural Systems Management
- Child Development
- Political Science
- Biochemistry
- Biological Sciences
- Chemistry
- Kinesiology
- Liberal Studies
- Marine Sciences
- Mathematics
- Microbiology
- Physics
- Public Health
- Statistics

8. What is your major?

Business Administration
Economics
Industrial Technology and Packaging

9. What is your age?

Current Academic Advising Experience

10. How satisfied are you with academic advising thus far at Cal Poly?

Very unsatisfied Unsatisfied Neutral Satisfied Very Satisfied I don't know

11. Do you know the difference between faculty advisors and college academic advisors?

Yes

No

I don't know

12. "Academic Advisors can assist you in identifying resources on campus suited to your personal needs, schedule planning, and study skills development. Academic Advisors can help you navigate and understand your degree requirements, curriculum, and Cal Poly policies."

"Faculty advisors can help you with questions related to courses inside the department, concentrations, senior projects, internships, post-graduation plans and several other topics."

I understand the difference between college academic advisors and faculty advisors.

13. How easy is it for you to access a college academic advisor?

- Very difficult Somewhat difficult Somewhat easy Very easy I don't know

14. Have you met with a college academic advisor?

- Yes
 No
 I don't know

15. How often?

- One time
- Two times
- Three times
- Four times
- Five times
- Six times
- Seven times
- Eight times
- Nine times
- Ten times
- Other

16. Why not?

- I have not been able to make an appointment that works with my schedule
- I have not felt I need to meet with an advisor
- I did not know this was a resource
- Other - Write In
-

17. Do you know what college academic advising provides?

- Yes
 No

18. What reasons would you want to meet with a college academic advisor?

- Add/drop classes
- General registration questions
- Student center/Schedule builder/Degree planner questions
- Course planning
- Change of graduation term
- Other - Write In
-

26. I would attend a zoom drop-in academic advising session.

Strongly disagree	Disagree	Somewhat disagree	Neutral	Somewhat agree	Agree	Strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Rank your preferred academic advising format. First being the most preferable and last being least preferable.

	1	2	3	4	5
Group advising sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-person appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom drop-in session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In person drop-in session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How would you like to receive information on academic advising? Choose all that apply.

- Emails/newsletters
- Texts
- Events
- Posters
- Social Media
- Other - Write In

29. Rank how you would prefer to receive information on academic advising. First being the most preferable and last being least preferable.

	1	2	3	4	5
Emails/newsletters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. What would your ideal academic advising experience look like?

31. What are some characteristics of academic advising from your previous institution that you found most helpful?

Figure A1. Survey questions and respondents answer options.

Appendix B

Major Distribution of Participants Across Colleges

Segment	Value	Percent	% of Total	Responses
CAFES	Plant Sciences		21.8%	21.8% 12
	Agricultural Business		3.6%	3.6% 2
	Agricultural Communication		7.3%	7.3% 4
	Agricultural Science		5.5%	5.5% 3
	Animal Science		14.5%	14.5% 8
	BioResource and Agricultural Engineering		1.8%	1.8% 1
	Environmental Earth and Soil Sciences		5.5%	5.5% 3
	Environmental Management and Protection		18.2%	18.2% 10
	Food Science		3.6%	3.6% 2
	Forestry and Fire Science		5.5%	5.5% 3
	Nutrition		5.5%	5.5% 3
	Recreation, Parks and Tourism Administration		1.8%	1.8% 1
	Wine and Viticulture		5.5%	5.5% 3

Figure B1. Major distribution in College of Agriculture, Food and Environmental Sciences (CAFES)

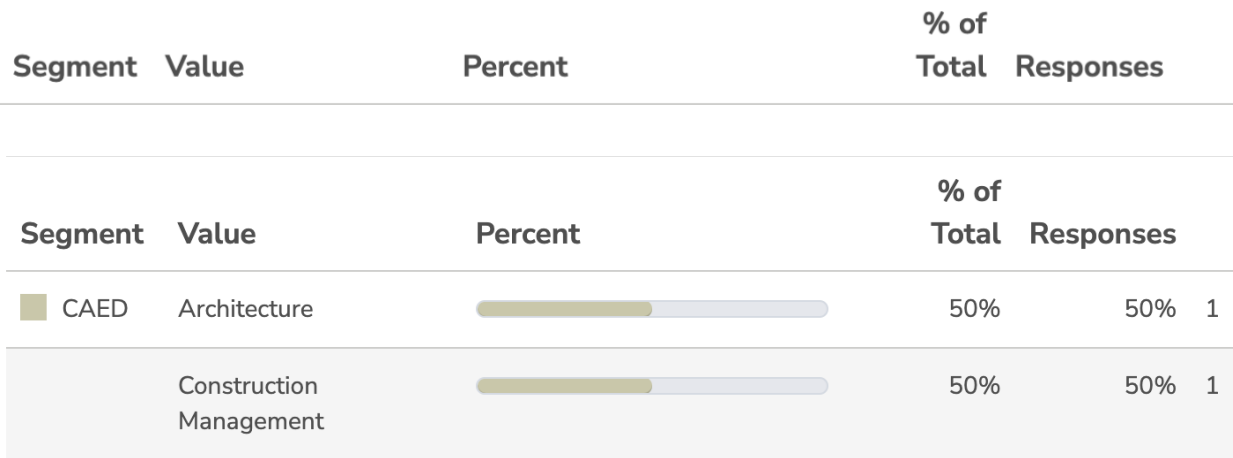


Figure B2. Major distribution in College of Architecture and Environmental Design (CAED)


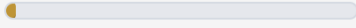
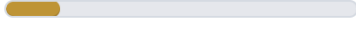
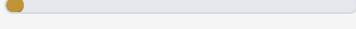
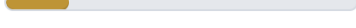
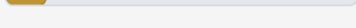
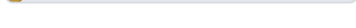
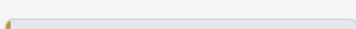

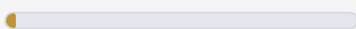

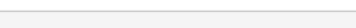
Segment	Value	Percent	% of Total	Responses
■ CENG	Aerospace Engineering		10.3%	10.3% 8
	Biomedical Engineering		2.6%	2.6% 2
	Civil Engineering		15.4%	15.4% 12
	Computer Engineering		5.1%	5.1% 4
	Computer Science		17.9%	17.9% 14
	Electrical Engineering		11.5%	11.5% 9
	Environmental Engineering		5.1%	5.1% 4
	General Engineering		1.3%	1.3% 1
	Industrial Engineering		1.3%	1.3% 1
	Manufacturing Engineering		2.6%	2.6% 2
	Materials Engineering		10.3%	10.3% 8
	Mechanical Engineering		16.7%	16.7% 13

Figure B3. Major distribution in College of Engineering (CENG)

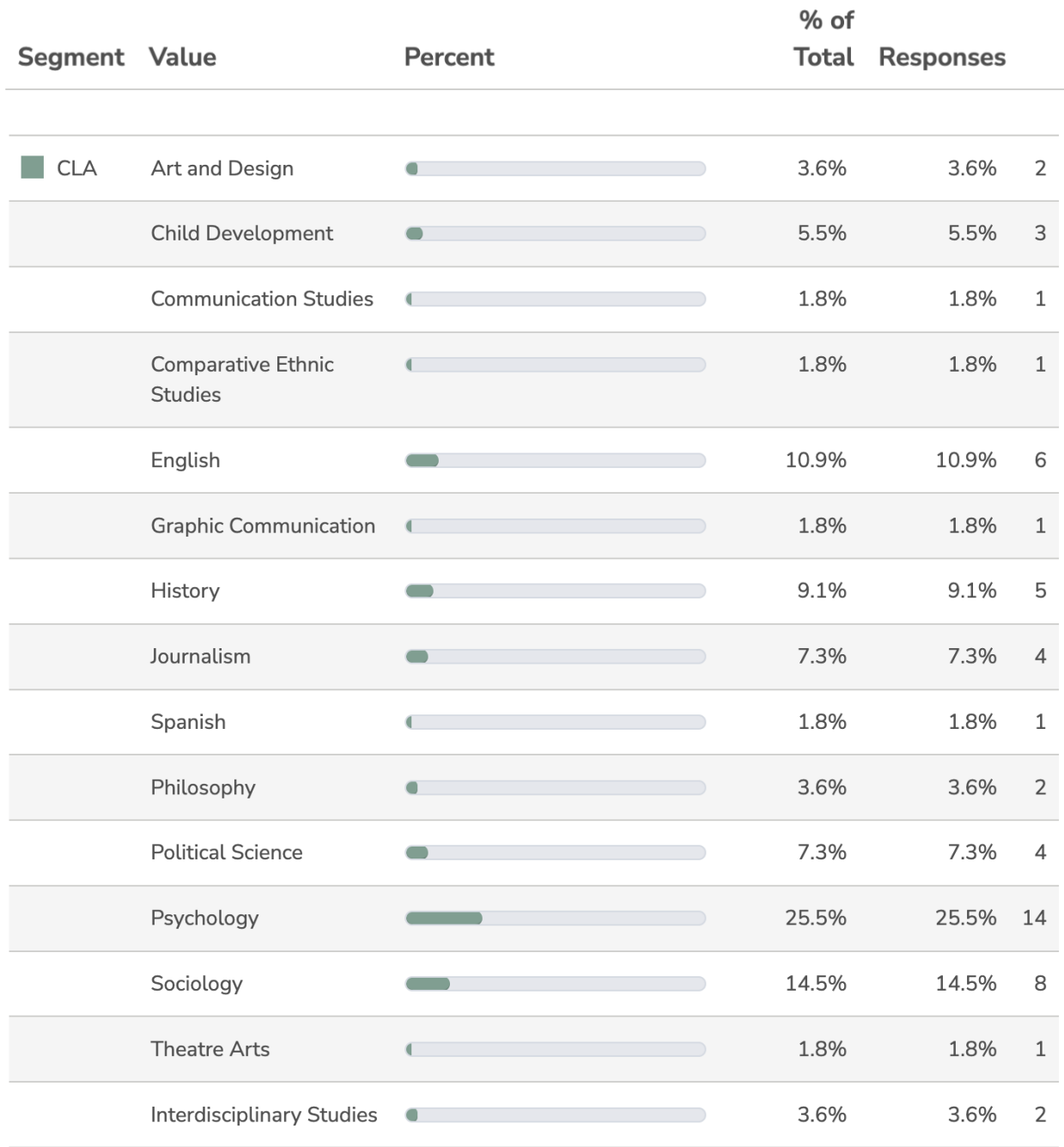


Figure B4. Major distribution in College of Liberal Arts (CLA)

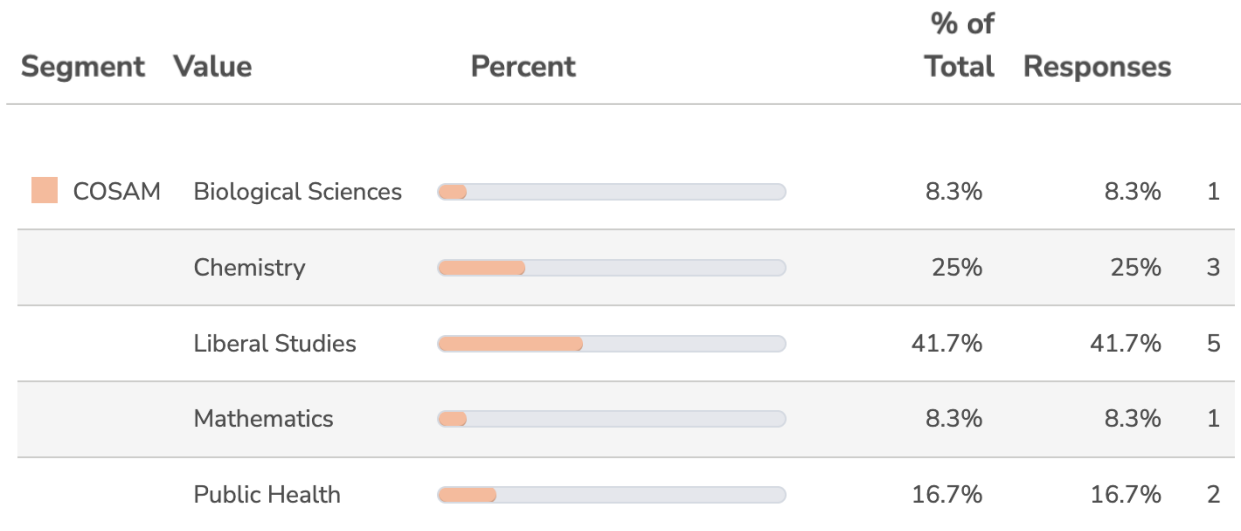


Figure B5. Major distribution in College of Sciences and Mathematics (COSAM)

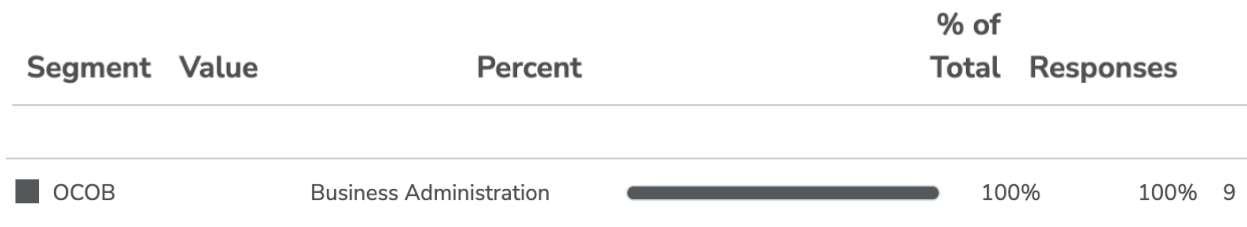


Figure B6. Major distribution in Orfalea College of Business (OCOB)