

Advising at UCLA

Summary

The University of California Undergraduate Survey (UCUES) 2024 was administered from April 19 to August 2, 2024. A total of 4,706 students responded to the survey (a response rate of 15%). This brief provides a summary of responses to the advising questions. An advisor is defined as “a person who helps students explore academic, career, and personal goals. They can also identify campus and other resources that support student success. Student advising can occur in multiple places like the student’s College/School, Major/Department, and within Student Services (such as Educational Opportunity Program, Study Abroad, and International Office).”

Key Findings

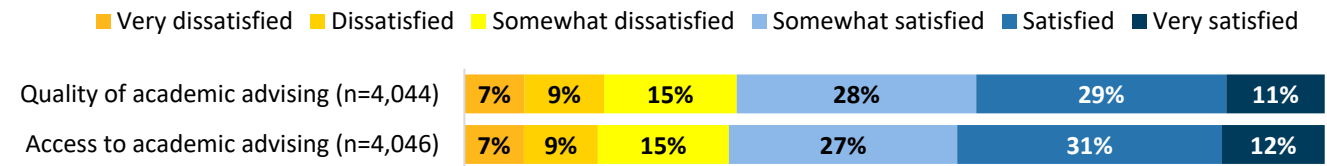
- A majority of students reported satisfaction with academic advising, with 68% satisfied with the quality and 70% satisfied with access. First-generation, underrepresented student groups (URM), and students who have ever received the Pell grant reported higher satisfaction than their peers.
- Most students agreed that advisors provided clear information and were responsive, indicating effective communication as a strong point of the advising process. However, a notable portion (43%) of students at least somewhat disagreed that advisors were helping them develop strategies for overcoming challenges and barriers.

Results

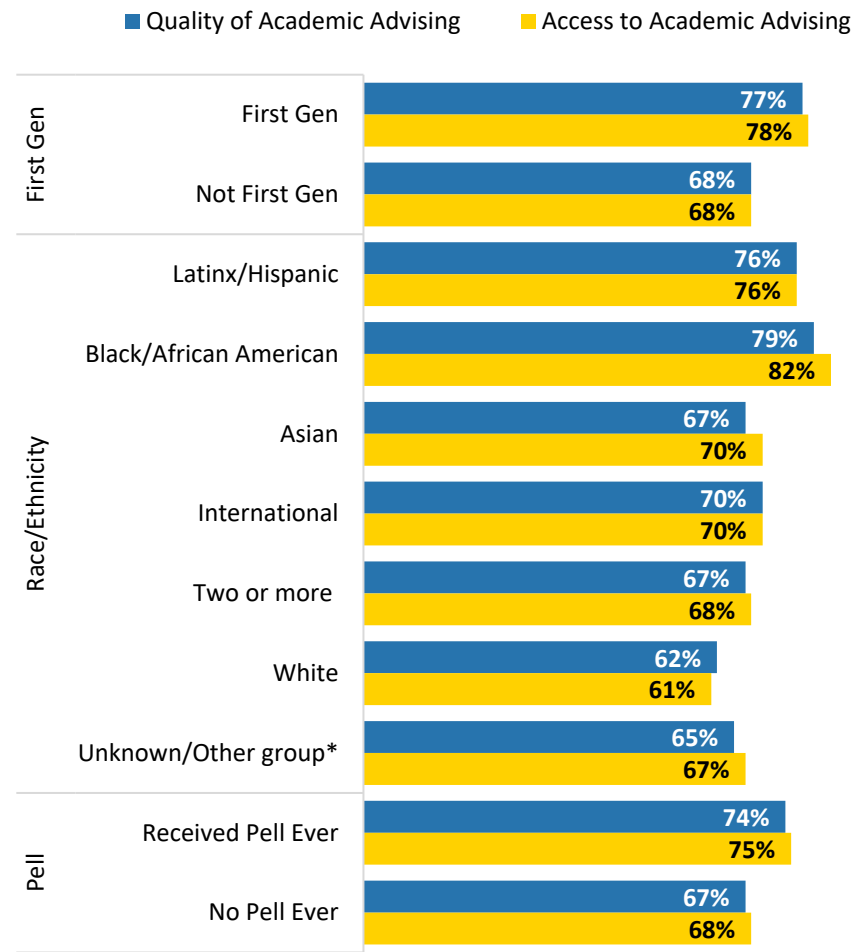
Satisfaction with Academic Advising

Most students were satisfied with the quality (68%) and access to academic advising (70%). Compared to their peers, more first-generation students and URG (Black, Indigenous, and Latinx) were at least somewhat satisfied with academic advising. Pell grant recipients also feel more positively about the quality and access to advising.

Overall, how satisfied or dissatisfied are you with each of the following aspects of your educational experience?



% who are at least somewhat satisfied by demographic group



*Unknown/Other group includes unknown racial/ethnic groups and students groups with low n's.

Reasons for Seeking Advice

Students were asked why they sought advice during the academic year. Most sought advice on their academic plans, course selection, major exploration, selection, and changes. Very few students said they sought advice on personal or family challenges or issues related to campus climate for diversity, equity, and inclusion. *Other advice students sought was related to mental health, study abroad, and athletics.

During this academic year, have you sought advice on any of the following topics from an advisor, faculty member, or student success staff/coach? (Please select all that you have sought advice on) (n= 1,913)

% selecting topic



The advice students sought often depended on their class. Seniors sought advice on academic plans, careers and jobs, opportunities to develop or apply skills, and graduate and professional studies. Freshmen sought advice more than the other classes about GE requirements, majors, and career exploration.

% selecting topic by class standing

	Freshman	Sophomore	Junior	Senior
Academic plans	50%	50%	54%	58%
Course selection	40%	46%	47%	47%
Major exploration, selection, or changes	50%	48%	43%	41%
General education (GE) requirements	40%	38%	34%	31%
Career and jobs	16%	16%	19%	27%
I have not sought any advice	22%	23%	23%	15%
Opportunities to develop or apply skills	12%	15%	19%	21%
Financial aid or other financial concerns	19%	14%	19%	15%
Graduate or professional studies	5%	7%	13%	25%
Activities related to my academic or intellectual interests	15%	12%	17%	16%
Tutoring or other resources to support my academic success	24%	17%	14%	9%
Personal or family challenges	<10	5%	7%	7%
Issues related to the campus climate for DEI	<10	<10	5%	4%

Student Perceptions of Advising Support

Most students responding to the advising questions indicated they had at least some level of agreement that advising support helped them navigate their academic journey. For example, 87-90% said advisors had provided accurate, clear, and consistent information. Eighty-seven percent of students felt that people giving advising support responded in a timely manner, and 81 percent said they helped students understand UC major-specific policies.

About 30 percent of students expressed at least some level of disagreement regarding advisors' support in helping them find opportunities to explore their academic goals and develop strategies for achieving them. Thirty-eight percent said they at least disagreed that advisors helped them find opportunities to explore their career goals. In comparison, 43 percent at least slightly disagreed that advisors helped them develop strategies for overcoming challenging barriers.

Thinking back on the advising support you received, during this academic year, please indicate to what extent you agree or disagree that advisor(s):

% having at least some agreement

