

## Graduate and professional student advising at the University of California

### Executive summary

The 2021 UC Graduate Student Experience Survey (UCGSES) covered a comprehensive range of topics about the graduate and professional student experience. The survey was first administered in 2021 with plans to conduct the survey every other year moving forward. Graduate and professional students enrolled in spring term 2021 (or winter term 2021 when applicable) were invited to participate. Results are disaggregated by student level, discipline, and other background characteristics where appropriate. For additional information about the survey and results for all items, please visit the [systemwide UCGSES webpage](#).

### Priority areas for students and the campuses

- Students indicated that advising was within the top three priorities for the university to prioritize in regard to attention and resources among a list of eleven areas on the survey.
- Campus survey coordinators and graduate division representatives also identified advising as one of their top priorities and challenges for students during conversations following the survey in spring 2022.

### The state of graduate advising

- Around 80 percent of graduate students at least somewhat agreed that they were satisfied with the mentorship and advising they received during the 2020-2021 academic year compared to 68% as reported in the 2016 UC Graduate Wellbeing Survey.
- Satisfaction with advising and mentorship differed significantly by student characteristics. For example, advising and mentorship satisfaction was the lowest among transgender, non-binary, and genderqueer identified students and the highest among international students and academic PhD students.
- Students reported more variation regarding the frequency with which they met their advisor. For example, eight percent reported meeting zero times in the past term and 22 percent reported meeting more than six times. Reported meeting frequency was strongly associated with advisor satisfaction ratings.

### Advising and its relationship to student outcomes

- Satisfaction with mentorship and advising was associated with greater self-reports of student engagement in day-to-day work and being on track to complete one's degree program on time.
- Advisors who met more frequently with their students received more favorable ratings regarding their career advice. Students who were satisfied with their advisor tended to feel more upbeat about their post-graduation career prospects and reported having a greater sense of direction for their career post-graduation.
- Advisor satisfaction was negatively associated with depressive symptomology.

## Introduction

The following analyses are based on responses from the University of California Graduate Student Experience Survey (UCGSES), which was launched in 2021 with plans to administer the survey every other year. The survey solicits graduate and professional students’ opinions on a broad range of academic and co-curricular experiences, including instruction and training, advising, basic needs, financial support, and student services.<sup>1</sup> The survey is administered by Institutional Research and Academic Planning at the UC Office of the President (UCOP) in collaboration with Graduate, Undergraduate and Equity Affairs at UCOP and Graduate Division and Institutional Research campus survey coordinators from each of the UC campuses. About 56,000 enrolled masters, doctoral, and professional students at all ten UC campuses (excluding professional students at UC San Francisco) were invited to participate in the survey during spring 2021. Over 15,000 students responded to the survey, with over 12,000 of those students completing the survey (27 percent response rate; Figure 1). The share of respondents from each campus was generally representative of the share of all students. However, UC Berkeley students were slightly overrepresented (24 percent of respondents compared to 20 percent of all students), and UC San Diego students were underrepresented (7 percent of respondents compared to 13 percent of all students).<sup>2</sup>

Figure 1. Response rates by campus and representativeness of campus respondents

	Population	Respondents	Response rate	Share of all students	Share of respondents
Grand Total	55,838	15,120	27%	100%	100%
UC Berkeley	11,361	3,606	32%	20%	24%
UC Davis	7,806	2,025	26%	14%	13%
UC Irvine	6,270	1,757	28%	11%	12%
UCLA	12,621	3,092	24%	23%	20%
UC Merced	759	399	53%	1%	3%
UC Riverside	3,536	1,423	40%	6%	9%
UC San Diego	7,103	1,047	15%	13%	7%
UC San Francisco	1,387	374	27%	2%	2%
UC Santa Barbara	3,058	636	21%	5%	4%
UC Santa Cruz	1,937	761	39%	3%	5%

## Scope of the report

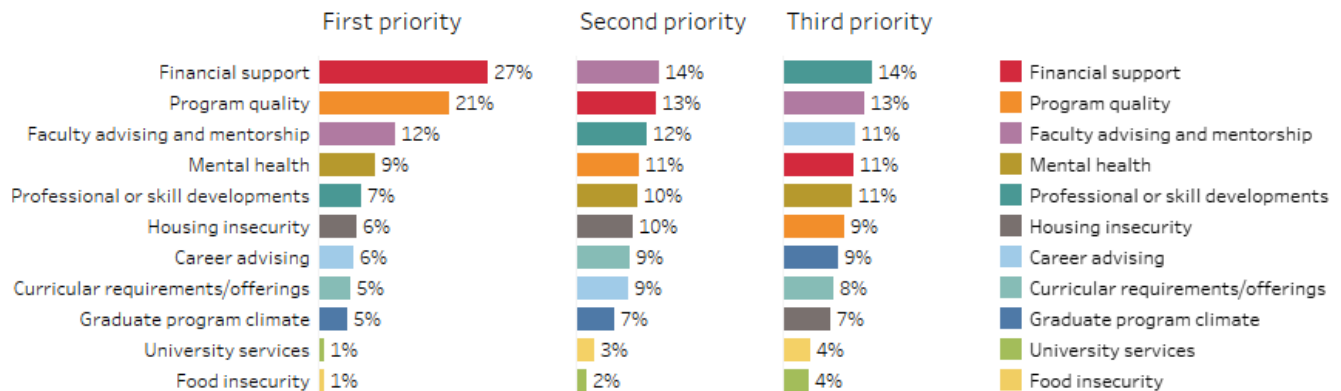
Faculty advising and mentorship was selected as the focus of this topic brief based on priorities highlighted by graduate students and the UC campuses. UCGSES participants identified “faculty advising and mentorship” as one of their top priorities, with 12 percent of students identifying it as their first priority, 14 percent identifying it as their second priority, and 13 percent identifying it as their third priority (Figure 2). Campus survey coordinators also independently identified faculty

<sup>1</sup> See all UCGSES topics and questions in the survey instrument, available at: <https://www.ucop.edu/institutional-research-academic-planning/files/survey-instruments/ucgses-instrument-2021.pdf>

<sup>2</sup> Detailed information about the survey administration ([UCGSES administration report](#)), response rates ([Survey response rate dashboard](#)), [UCGSES data tables](#), the [UCGSES dashboard](#), and the [UCGSES COVID-19 and remote learning dashboard](#) can be found online.

advising and mentorship as one of their campus’ top interest areas. Based on the commonalities between student feedback and the priorities identified by each of the campuses, this report focuses on analyses related to graduate students’ advising experiences.<sup>3</sup>

Figure 2. Students selected their top three priorities based on the survey question, “Of the topics discussed in the UC Graduate Student Experience Survey, which would you most like the University to prioritize in regard to attention and resources? Please select your top three priorities, starting with what is most important to you.”



## Background on graduate advising

Previous academic research demonstrates that graduate student advisors play a pivotal role in graduate students’ experience. US PhD programs typically adopt an apprenticeship model, making the advisor responsible for professional skill development, particularly research skills. Students also rely on their advisor to sign off on their thesis/dissertation to meet graduation requirements. Beyond degree requirements, the quality of one’s advisor/advisee relationship can have major implications for a recent graduate’s career outcomes and trajectory. For example, the advisors often serve as recommenders or a reference for future jobs and other opportunities, both in and outside of the traditional academic job track. Further, advisors often play an important networking role, introducing their students to connections both within and outside of academia which may facilitate the recent graduate’s next career opportunity. Given the great degree of influence an advisor has over a student’s academic and career success, there are inherent power dynamics at play between a graduate student and their advisor<sup>4 10</sup>. Fostering a positive advising relationship and adopting advising best practices can help mitigate potentially deleterious consequences for the student and enhance the success and wellbeing of the graduate student both before and after graduation.<sup>4 5</sup>

<sup>3</sup> Institutional Research and Academic Planning at UCOP collaborated with a workgroup including UCGSES coordinators on campuses and representatives from other departments at UCOP on two topic briefs focusing on student financial support and advising. This report focuses on this report focuses on analyses related to graduate students’ advising experiences and a separate report focuses on student financial support and concerns.

<sup>4</sup> Barnes, B. J., Williams, E. A., & Stassen, M. L. (2012). Dissecting doctoral advising: A comparison of students’ experiences across disciplines. *Journal of Further and Higher Education*, 36(3), 309-331.

<sup>5</sup> Primé, D. R., Bernstein, B. L., Wilkins, K. G., & Bekki, J. M. (2015). Measuring the advising alliance for female graduate students in science and engineering: An emerging structure. *Journal of Career Assessment*, 23(1), 64-78.

## The wide-reaching impacts of the advisor-student relationship

Given the apprenticeship model of US graduate education, especially in academic doctoral programs, the advisor-student relationship has wide ranging impacts for academic, wellbeing, and long-term career outcomes:

- Poor relationships between students and advisors are a leading cause of degree non-completion <sup>6</sup>
- The quality of the advising relationship predicts graduate students' sense of belonging and academic self-concept <sup>7</sup>
- Advisor-student relationship quality is an important predictor of graduate student wellbeing<sup>8</sup>
- The advisor-student relationship is crucial for career outcomes, particularly for underrepresented groups like women in STEM fields<sup>9</sup>

## Predictors of advisee satisfaction

Most of the factors predicting students' advisor satisfaction center on different aspects of communication such as the mode, frequency, and quality:

- Regular contact through group and individual meetings predicts advisor satisfaction. Students who meet infrequently with their advisor (e.g., once or twice in a semester) report greater dissatisfaction relative to students who meet more frequently (e.g., weekly) <sup>10</sup>
- Communication via more immediate methods such as email were crucial for students, and in some cases mitigated the need to meet in person as often<sup>11</sup>
- Students preferred when advisors treated them like an individual and took time to understand their individual goals and interests versus taking a 'one-size-fits-all' approach to advising<sup>11</sup>

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<sup>6</sup> Barnes, B., Chard, L. A., Wolfe, E. W., Stassen, M. L., & Williams, E. A. (2011). An evaluation of the psychometric properties of the Graduate Advising Survey for Doctoral Students. *International Journal of Doctoral Studies*, 6, 1.

<sup>7</sup> Curtin, N., Stewart, A. J., & Ostrove, J. M. (2013). Fostering academic self-concept: Advisor support and sense of belonging among international and domestic graduate students. *American Educational Research Journal*, 50(1), 108-137.

<sup>8</sup> Becerra, M., Wong, E., Jenkins, B. N., & Pressman, S. D. (2021). Does a good advisor a day keep the doctor away? How advisor-advisee relationships are associated with psychological and physical well-being among graduate students. *International Journal of Community Well-Being*, 4(4), 505-524.

<sup>9</sup> Primé, D. R., Bernstein, B. L., Wilkins, K. G., & Bekki, J. M. (2015). Measuring the advising alliance for female graduate students in science and engineering: An emerging structure. *Journal of Career Assessment*, 23(1), 64-78.

<sup>10</sup> Schlosser, L. Z., Knox, S., Moskovitz, A. R., & Hill, C. E. (2003). A qualitative examination of graduate advising relationships: The advisee perspective. *Journal of Counseling Psychology*, 50(2), 178.

<sup>11</sup> Schroeder, S. M., & Terras, K. L. (2015). Advising experiences and needs of online, cohort, and classroom adult graduate learners. *The Journal of the National Academic Advising Association*, 35(1), 42-55.

- Building rapport, such as showing respect, encouraging the student, and acknowledging the student's accomplishments in a positive way is also recognized as an important factor for quality advising<sup>12</sup>
- Satisfactory advisors tend to encourage students to participate in professional development activities such as conferences and make important introductions<sup>10</sup>
- Students tend to prefer advisors they chose versus those they were assigned to<sup>11</sup>

## UC students' views on advising

Among all respondents, 76 percent reported having an advisor. Among them, academic doctoral students were the most likely to report having an academic advisor (91 percent), followed by professional doctoral students (84 percent), academic masters students (74 percent), professional masters students (53 percent) and professional practice students (31 percent).<sup>13</sup>

### Satisfaction with advising and support in one's graduate program

In general, graduate students were satisfied with the advising, mentorship, and support they received in their program (Figure 3). Eighty-one percent of graduate students at least somewhat agreed that they were satisfied with the mentorship and advising they received during the 2020-2021 academic year (See Appendix, Table A for more detailed information).<sup>14</sup> Students were the most satisfied with thesis/dissertation research support and the least satisfied with career support<sup>15</sup>.

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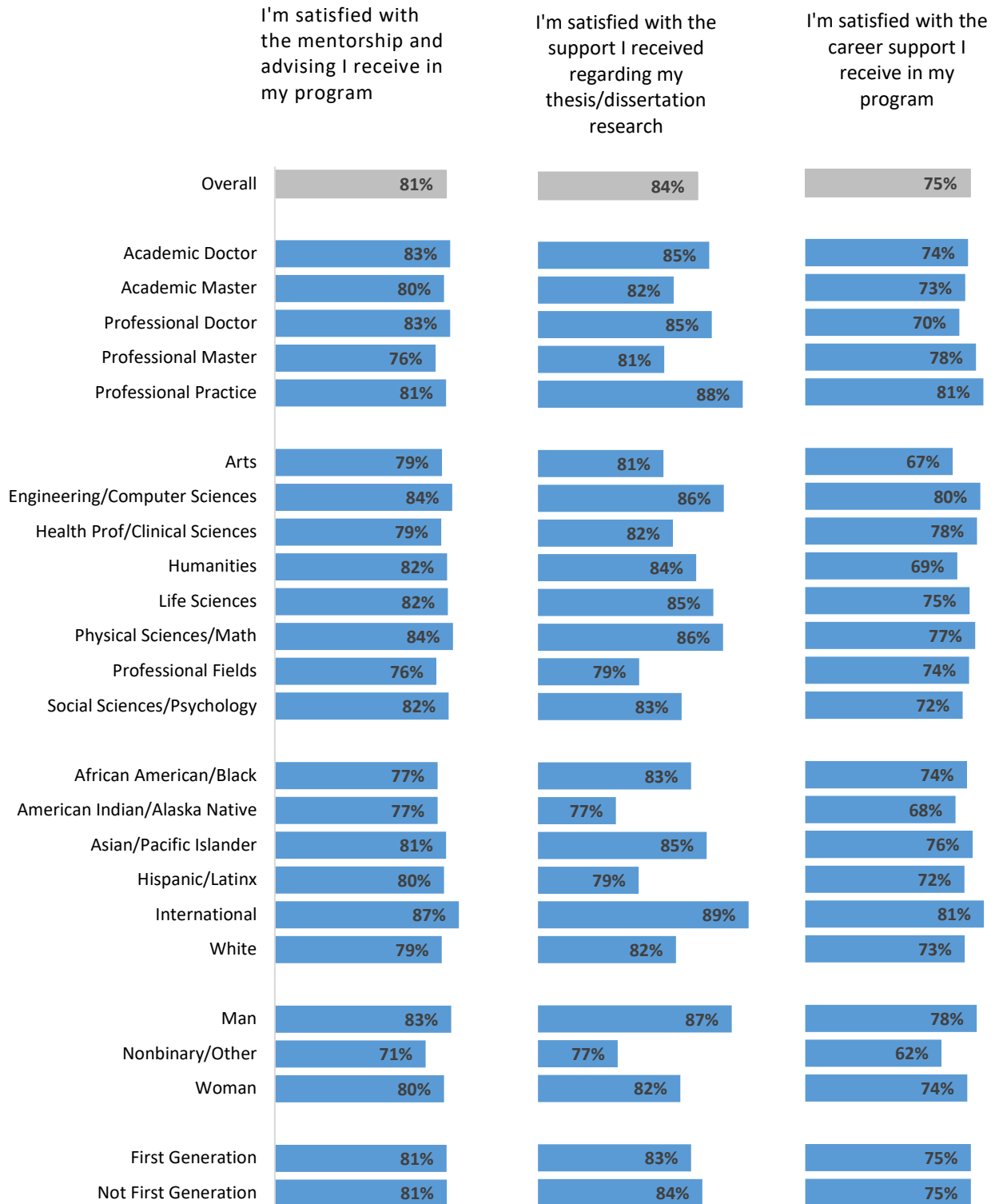
<sup>12</sup> Rice, K. G., Suh, H., Yang, X., Choe, E., & Davis, D. E. (2016). The advising alliance for international and domestic graduate students: Measurement invariance and implications for academic stress. *Journal of Counseling Psychology*, 63(3), 331.

<sup>13</sup> This data is cross sectional, and therefore it is possible that some of the students who do not have an advisor at the time of this data collection, may have an advisor in subsequent years. In some academic doctoral programs, for example, students may rotate through multiple labs before they select their primary advisor. It is also possible that some students misinterpreted the question; this is supported by the fact that there were some students who answered questions about advising experiences despite indicating they did not have an advisor. Future administrations of UCGSES will include a revised version of this question to help clarify what is meant by an 'academic advisor.'

<sup>14</sup> The 2016 UC Graduate Wellbeing Survey asked the same question regarding satisfaction with advising and mentorship, but with an additional 7<sup>th</sup> response category ("neither disagree nor agree") and 68% of students responded positively.

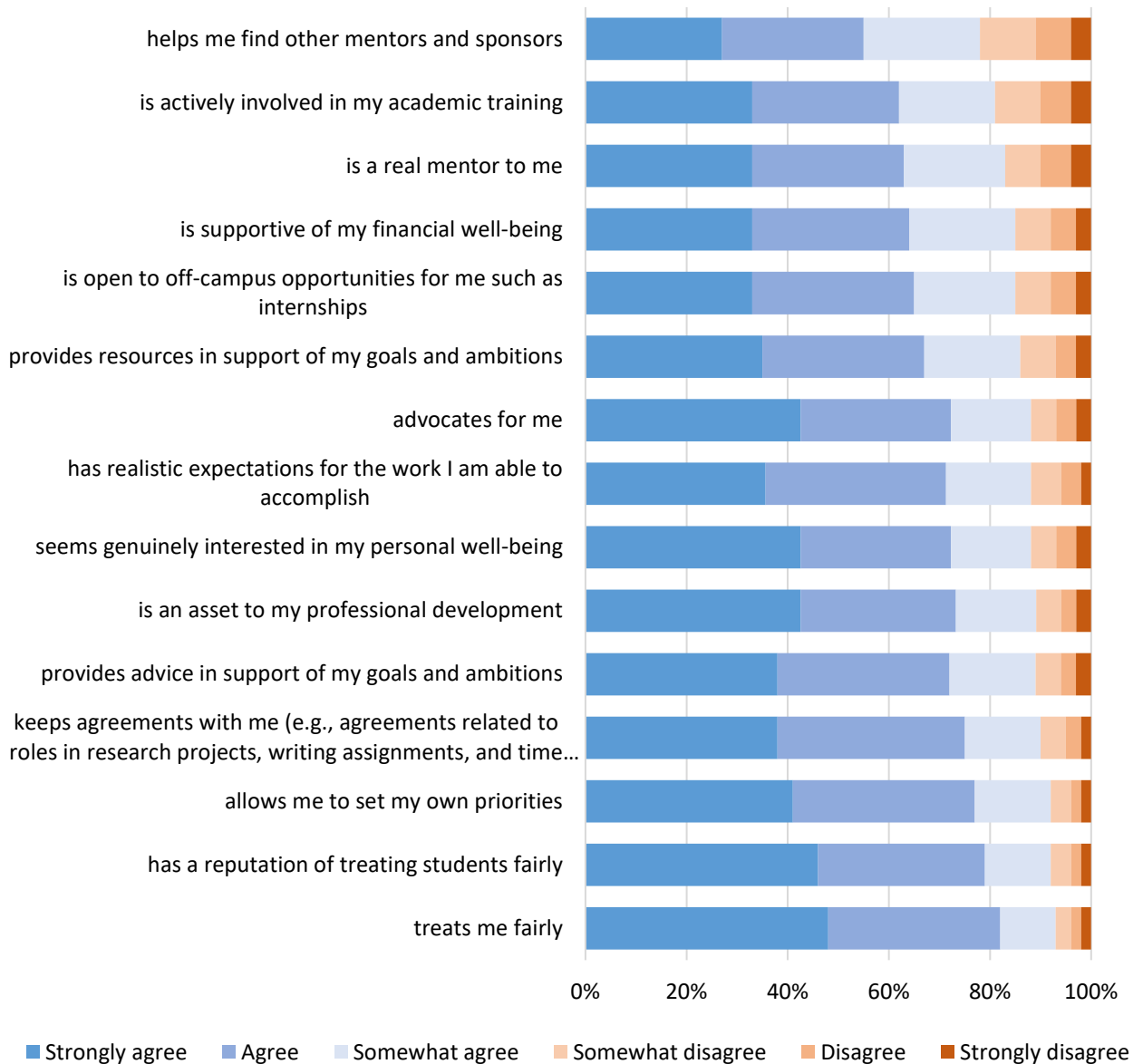
<sup>15</sup> The 2016 UC Graduate Wellbeing Survey asked the same question regarding satisfaction with career support, but with an additional 7<sup>th</sup> response category ("neither disagree nor agree") and 55% of students responded positively.

Figure 3. Satisfaction with advising and mentorship, thesis/dissertation research support, and career support by level, discipline, race/ethnicity, gender, and college generation status



The survey also asked graduate students to evaluate their primary academic advisor’s support in 15 areas spanning topics such as student development opportunities, autonomy, and well-being. Overall, about 80 percent of respondents or more at least somewhat agreed that their advisor supported them in these 15 areas. Figure 4 presents responses to these items.

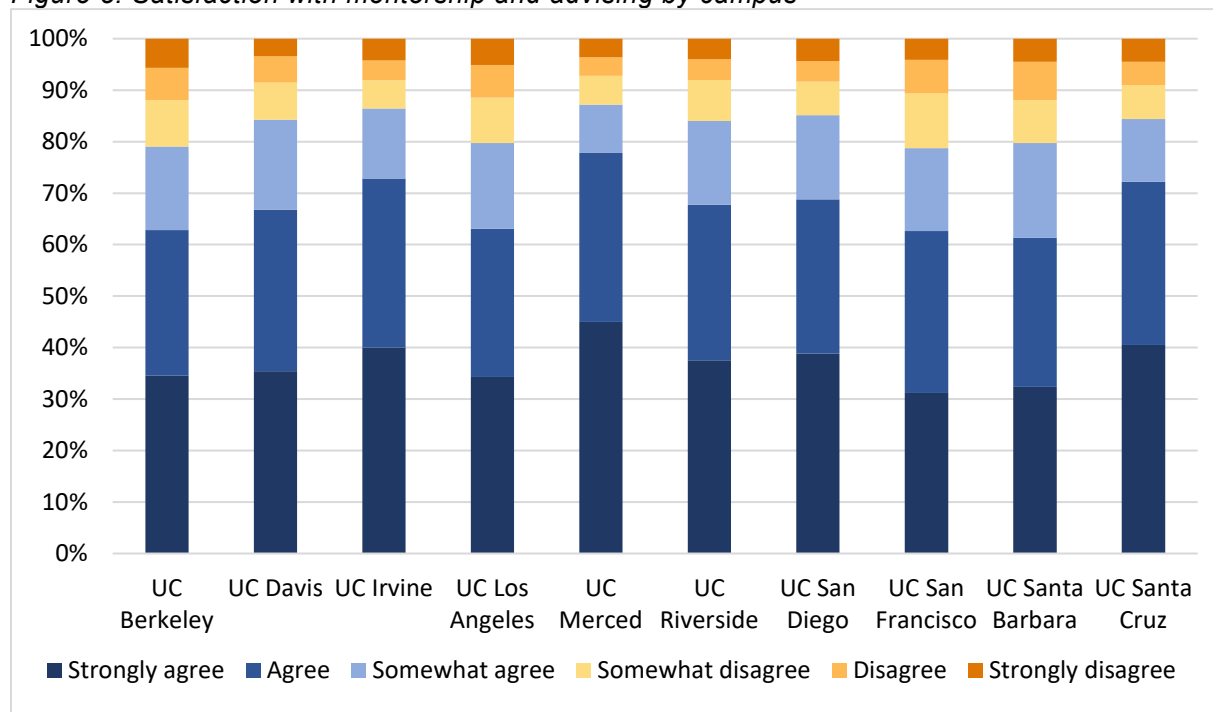
Figure 4. My primary academic advisor...



Responses to the advisor/mentor satisfaction question was also analyzed by campus and selected demographics.<sup>16</sup>

- Students on all ten campuses were generally satisfied with advising and mentorship; overall, 82 percent at least somewhat agreed that they were satisfied. However, students at UCB, UCLA, UCSB and UCSF were less likely to agree that they were satisfied with the mentorship and advising they received in their program.

Figure 5. Satisfaction with mentorship and advising by campus



- By race/ethnicity and citizenship status, international students were significantly more satisfied with advising than other students. For example, 88 percent of international students were at least somewhat agreed that they were satisfied with the mentorship and advising they received in their program. This finding may be explained by the fact that international students enroll in academic PhD programs at greater rates relative to their population compared to other groups. They also tend to enroll in Engineering/Computer Science programs at higher rates than other groups. Both academic PhD students and Engineering/Computer Science students tended to rate their advising more positively (see Figure 3).
- By gender identity, women and transgender, nonbinary, and genderqueer students were less satisfied with the advising and mentorship they received in their program. For example, 81 percent of women at least somewhat agreed that they were satisfied with the advising and mentorship they received compared to 85 percent of male respondents; 73 percent of transgender, nonbinary, and genderqueer students at least somewhat agreed that they were satisfied with the mentorship and advising they received in their program compared to 84 percent of cisgender students.
- By race/ethnicity and gender, we found that while Asian students were more satisfied than most other groups overall, Asian transgender, nonbinary, and genderqueer students were the least satisfied group

<sup>16</sup> Throughout this report, the highlighted differences are significant based on ANOVA, GLM, t-test, and post-hoc comparisons, though not all significant effects were highlighted in this report. Further information regarding group differences can be found in the Appendix, Tables A and B.



when examining by race/ethnicity and gender (62 percent at least somewhat agreed they were satisfied with the mentorship and advising they received).

- By discipline, Health Professionals and Clinical Sciences students (78 percent) and professional studies students (77 percent) reported the lowest advising and mentorship satisfaction.
- By student level, academic doctoral students were the most satisfied with their advisor (84 percent at least somewhat agreed they were satisfied), while professional master's students were the least satisfied (76 percent)

## Student-advisor meeting frequency

Students reported vastly different experiences regarding the frequency with which they met their advisor to discuss the student's academic or professional situation, where eight percent reported meeting zero times in the past term, 17 percent once, 21 percent twice, 24 percent three to four times, eight percent five to six times, and 22 percent more than six times.<sup>17</sup>

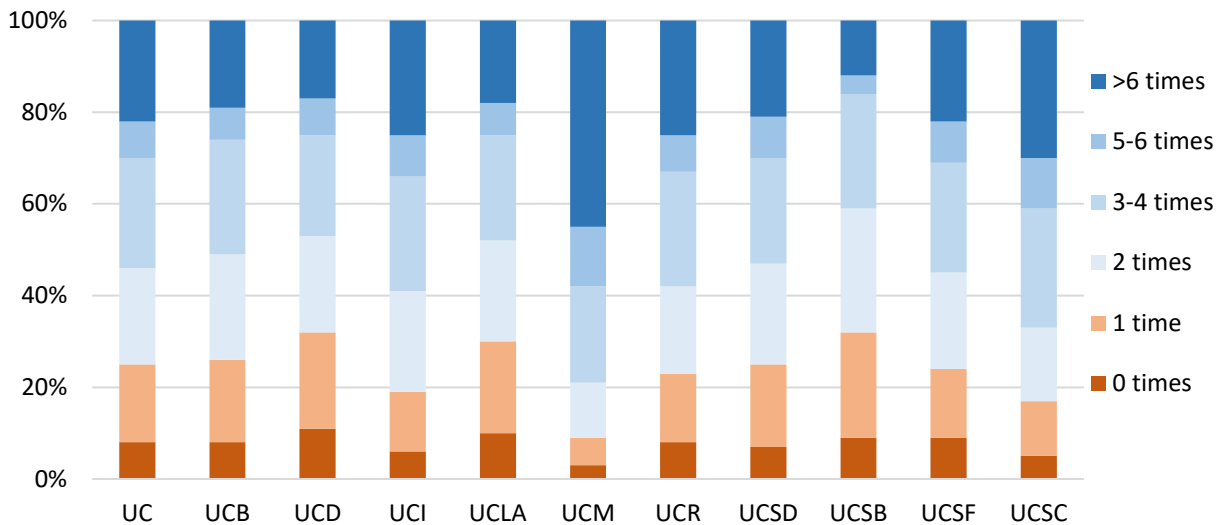
Analyses by campus and selected demographics show significant differences in frequencies of students meeting with their advisor (see Appendix, Table B for more detailed information). However, because UC Merced and UC Berkeley operate on a semester schedule while other UC campuses operate on a quarter system, the total number of weeks included in "the past term" will be different across campuses, and therefore the advisor meeting frequency should be interpreted with this context in mind.

- By campus, students at UCM and UCSC were more likely to meet with their advisor with 58 percent of respondents at UCM and 41 percent at UCSC meeting with their advisor at least five times in the past term compared to the UC systemwide average of 30 percent; students at UCD, UCLA and UCSB are less likely to meet with their advisor, where more than 30 percent of students did not meet with their advisor at all or met once only in the past term (Figure 6).

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<sup>17</sup> The 2016 graduate wellbeing survey asked the same question with the same response scale; 13% of students reported never meeting, 20% of students met once, 23% of students met twice, 21% of students met 3-4 times, 9% of students met 5-6 times, and 15% of students met more than 6 times with their advisor in the previous term.

Figure 6. Frequencies of graduate students meeting with their advisor by campus

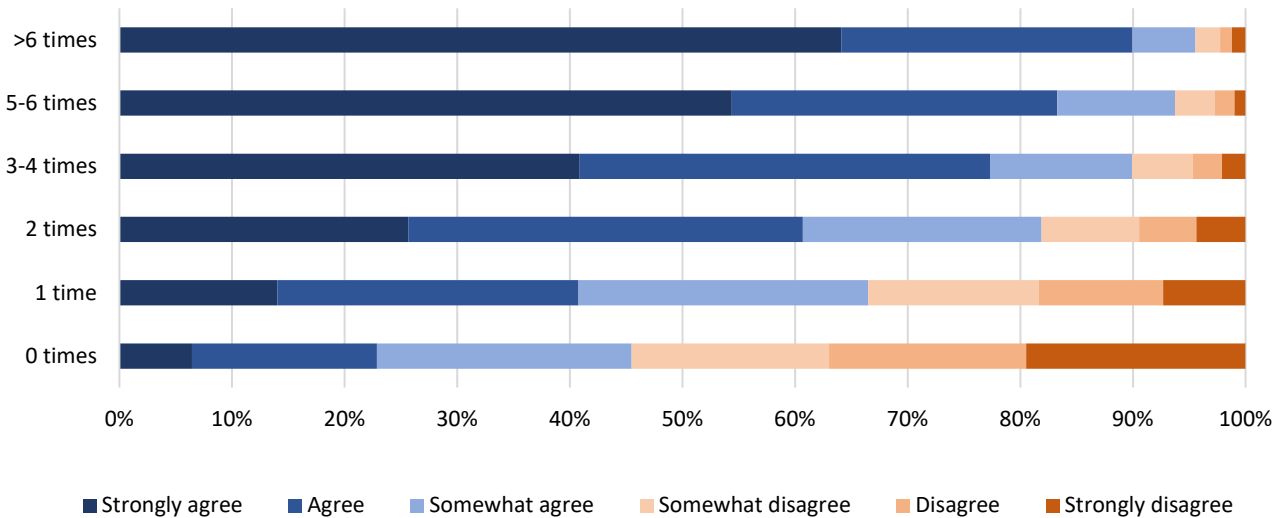


- By race/ethnicity and citizenship, international students were more likely to meet with their advisor with about one-third meeting more than six times in the past term; American Indian students were less likely to meet with their advisor with only 12 percent meeting more than six times in the last term.
- By gender identity, women were more likely to meet with their advisor one time or less (30 percent) compared to men (26 percent).
- By race/ethnicity and gender, Asian transgender, nonbinary, and genderqueer students met the least frequently with their advisor than any other group; 38 percent never met or met one time with their advisor last term.
- By student level, professional master’s degree students who reported having an advisor were less likely to meet with their advisor compared to academic doctoral students who met the most frequently. Only 7 percent of professional master’s students met their advisor more than six times last term and about 15 percent of them did not meet at all. By comparison, academic doctoral students met with their advisor more than six times in a term 26 percent of the time while only 6 percent never met with their advisor.
- By discipline, students in Engineering and Computer Science were more likely to meet their advisor with 27 percent meeting more than six times; students in Health Sciences and Professional Fields were less likely to meet with their advisor with 11 percent meeting more than six times and 13 percent not meeting at all.

### Meeting frequency and satisfaction with advising

Consistent with past findings, student satisfaction with advising and support showed a strong positive relationship to the number of times students met with their advisor. For example, 64 percent of students who met with their advisor more than six times in the last term strongly agreed that they were satisfied with the mentorship and advising they received in their program compared to six percent of those who did not meet their advisor at all.

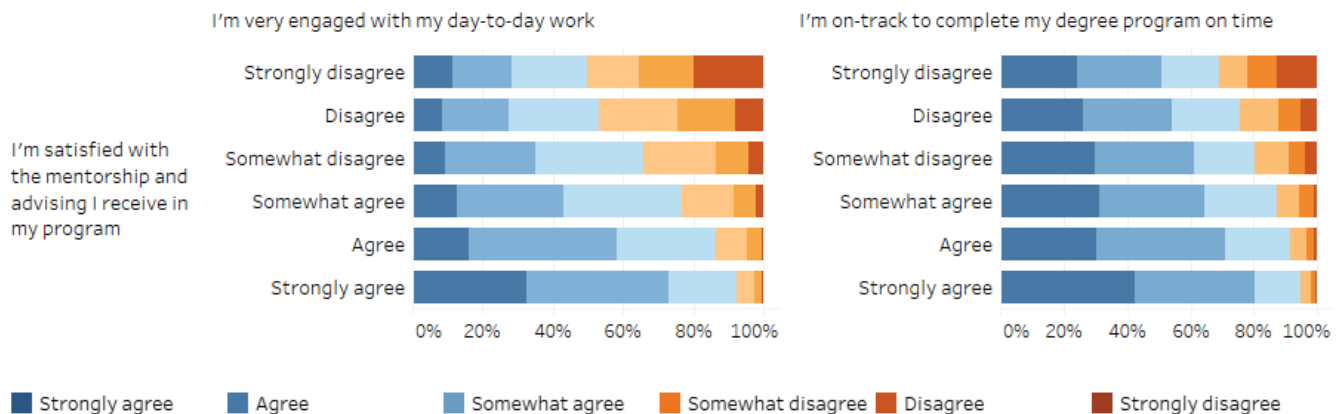
Figure 7. Relationship between the number of times students meeting with their advisor and student satisfaction with the mentorship and advising they received in their program



### Student satisfaction with advising and academic engagement

Satisfaction with mentorship and advising is associated with greater self-reports of student engagement in day-to-day work and being on track to complete one’s degree program on time. (See Figure 8). For example, 96 percent of students who strongly agreed they were satisfied with their advising were at least somewhat in agreement they were on track to finish their degree, compared to 69 percent of students who strongly disagreed they were satisfied with the advising they received.

Figure 8. Relationships between student satisfaction with the mentorship and advising they received in their program and student engagement and degree progress

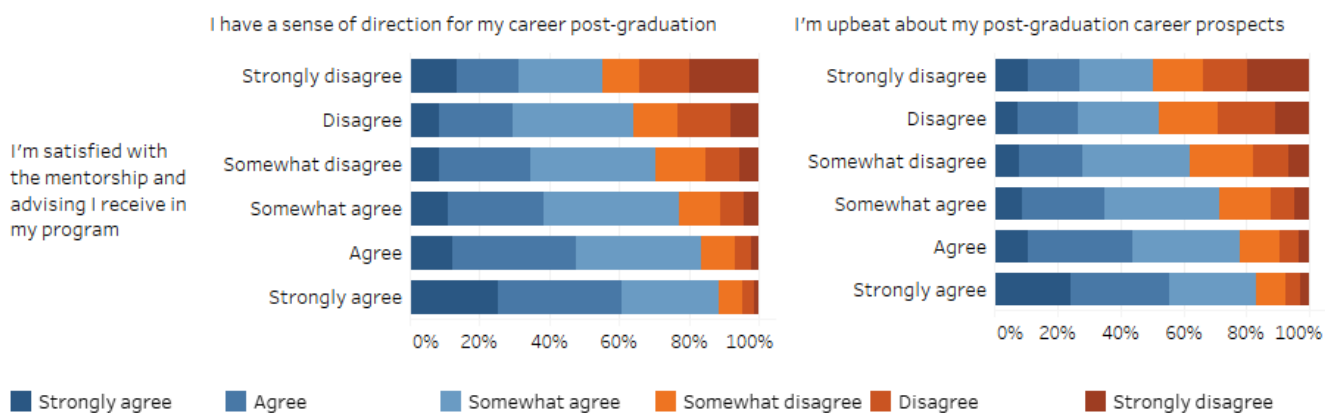


### Student satisfaction with advising and career outlook

Overall, graduate students were upbeat about their post-graduate career prospects and had a sense of direction for their career post-graduation. About 75 percent of respondents were at least somewhat agreed that they were upbeat about their post-graduation career prospects and 80 percent had a sense of direction for their career post-graduation. However, those who were less

satisfied with the mentorship and advising in their program were less upbeat about their post-graduate career prospects and were less likely to have a sense of direction for their career post-graduation (Figure 9). For example, only 50 percent of those who were strongly disagreed that they were satisfied with their mentorship and advising agreed that they were upbeat about their post-graduation career prospects compared to 83 percent for those who strongly agreed that they were satisfied with the mentorship and advising in their program.

Figure 9. Relationships between student satisfaction with the mentorship and advising they received in their program and career outlook



In addition, advisors who met with students over six times in a semester received favorable ratings regarding career advice: 84 percent of students overall at least somewhat agreed that advisors provided useful academic career information and 73 percent of students at least somewhat agreed that advisors provided useful non-academic career information. Advisors who never met with students to discuss their professional and academic situation were rated far less favorably regarding academic job advice (49 percent) and non-academic job advice (39 percent). Advisors who met more than six times were rated extremely favorably regarding academic job advice (96 percent) and non-academic job advice (86 percent).

### Student satisfaction with advising and mental health

Advising satisfaction is associated with student mental health. Approximately 88 percent of students who reported having an advisor at least somewhat agreed that they knew where to get help on campus for mental health, compared to about 79 percent for those who did not have an advisor.

Students' depressive symptoms were measured using the Center for Epidemiologic Studies Depression Scale Revised (CESD-R).<sup>18</sup> Overall, 38 percent of graduate students reported experiencing depressive symptoms in 2021.<sup>19</sup> Students who reported being at least somewhat dissatisfied with their advisor reported greater depressive symptomology (50 percent) than those

<sup>18</sup> For more information about the scale, visit the CES website at <https://cesd-r.com>.

<sup>19</sup> The UC Graduate Well-Being Survey results showed that 35 percent of graduate students reported experiencing depressive symptom in 2016. The report is available at [https://www.ucop.edu/institutional-research-academic-planning/files/survey-documents-graduate/graduate\\_well\\_being\\_survey\\_report.pdf](https://www.ucop.edu/institutional-research-academic-planning/files/survey-documents-graduate/graduate_well_being_survey_report.pdf).

that were at least somewhat satisfied (36 percent), and these findings were statistically significant while controlling for gender, ethnicity, campus, student level, and discipline.

Students who report frequently discussing their academic or professional situation with their advisor (More than 6 times in a term) tended to experience less depressive symptomology (33 percent) than those who reported never discussing these topics with their advisor the previous term (43 percent). These findings were statistically significant while controlling for gender, ethnicity, campus, student level, and discipline.

## Conclusions

UCGSES provides valuable insight into the advising experiences of UC graduate and professional degree students. Results show that students tend to be satisfied with advising, aligning with past research findings on the topic<sup>4</sup>. However, students with different characteristics and academic backgrounds also have different satisfaction with the mentorship and advising they received in their program. Underrepresented racial/ethnic groups, women, and transgender, nonbinary, and genderqueer students tended to report poorer experiences with mentorship and advising. This is particularly concerning given past literature that highlighted how especially important positive advising experiences are for predicting positive career outcomes among underrepresented groups such as women in STEM disciplines.<sup>5</sup>

The relationships between the constructs of interest (e.g., advisor meeting frequency, advisor satisfaction, career outcomes, mental health, academic engagement) were consistent with the patterns found in academic literature. For example, students who reported not meeting with an advisor at all or very infrequently were likely to report other negative experiences related to advisor satisfaction, career, and mental health<sup>11 12</sup>. Further aligned with past literature, the study findings demonstrated that students who reported dissatisfaction with advising also reported challenges relating to their academic engagement<sup>6</sup>, future career prospects<sup>9</sup>, and mental health<sup>8</sup>. Given the strong relationship between meeting frequency and advisor satisfaction, encouraging mentors to meet with graduate student advisees regularly may help improve wide ranging student outcomes.

Given the importance of a positive advising relationship for a graduate students' wellbeing, academic success, and career outcomes, many programs across the United States have instated policies and programs to facilitate positive advising and provide additional support. The findings in this survey brief may guide UC through considerations into the reforms other programs have adopted.

- Some programs have adopted a [two-advisor model](#). First, this model helps to mitigate the deleterious consequences of having a poor advisor relationship by offering an avenue of support through the second advisor. Second, this model offers twice the opportunities to receive feedback on academic work and seek professional development advice (e.g., information regarding internships and other career advice). With two advisors the student receives additional support and is exposed to a greater diversity of perspectives, which may better facilitate career exploration, creative problem-solving in their academic work, etc.
- Other programs encourage advisors to create an [advising statement](#) that they discuss and share with their advisees. This document makes expectations clear and facilitates conversations between mentors and mentees that otherwise may not have occurred due to perceptions of stigma. For example, a mentor might disclose in the advising statement that they permit and encourage students to join other lab

groups. If this disclosure were not present, the student may have been concerned that their advisor would not support splitting their time across multiple lab groups and not pursued the opportunity.

- Campuses also [encourage mentoring best practices](#) by leading mentorship initiatives such as faculty mentor training, mentee training, and promoting and incentivizing annual student academic progress reviews.
- Even in a positive advisor relationship, advisors may have limited knowledge about the full range of career opportunities available to their students. Therefore, many programs subscribe to resources online that help guide discussions about the full range of career tracks available to graduate students. Some such resources commonly subscribed to are [myIDP](#) and [Imagine PhD](#).

## APPENDIX

*Table A. Advising and mentorship satisfaction by degree level, discipline, race/ethnicity, gender, and college generation status*

	# Total students	Disagree		Agree	
		#	%	#	%
Overall	13,321	2,545	19%	10,776	81%
<i>Degree level</i>					
Academic doctoral	7,664	1,296	17%	6,368	83%
Academic masters	1,223	244	20%	979	80%
Professional doctoral	117	20	17%	97	83%
Professional masters	2,902	697	24%	2,205	76%
Professional practice	1,088	211	19%	877	81%
<i>Discipline</i>					
Arts	386	81	21%	305	79%
Engineering/Computer Sciences	2,562	411	16%	2,151	84%
Health Prof/Clinical Sciences	1,317	281	21%	1,036	79%
Humanities	807	149	18%	658	82%
Life Sciences	1,970	357	18%	1,613	82%
Physical Sciences/Math	1,512	238	16%	1,274	84%
Professional Fields	2,876	678	24%	2,198	76%
Social Sciences/Psychology	1,377	244	18%	1,133	82%
<i>Race/ethnicity</i>					
African American/Black	535	123	23%	412	77%
American Indian/Alaska Native	128	30	23%	98	77%
Asian/Pacific Islander	2,304	428	19%	1,876	81%
Hispanic/Latinx	1,572	320	20%	1,252	80%
International	3,301	436	13%	2,865	87%
White	4,541	971	21%	3,570	79%
<i>Gender</i>					
Man	5,023	832	17%	4,191	83%
Nonbinary/Other	335	96	29%	239	71%
Woman	6,320	1,265	20%	5,055	80%
<i>College generation status</i>					
First generation	3,220	607	19%	2,613	81%
Not first generation	8,167	1,524	19%	6,643	81%

*Question text: I'm satisfied with the mentorship and advising I receive in my program*  
 Other, unknown, and missing categories are excluded from demographic groups.  
 Percentages may not sum to 100 percent due to rounding.

Table B. Meeting frequency by degree level, discipline, race/ethnicity, gender, and college generation status

	# Total students	0 times		1 time		2 times		3-4 times		5-6 times		> 6 times	
		#	%	#	%	#	%	#	%	#	%	#	%
Overall	10,169	847	8%	1,741	17%	2,128	21%	2,435	24%	826	8%	2,192	22%
<i>Degree level</i>													
Academic doctoral	7,000	441	6%	971	14%	1,344	19%	1,748	25%	653	9%	1,843	26%
Academic masters	909	93	10%	185	20%	191	21%	211	23%	70	8%	159	17%
Professional doctoral	98	4	4%	18	18%	19	19%	26	27%	8	8%	23	23%
Professional masters	1,597	249	16%	437	27%	421	26%	325	20%	60	4%	105	7%
Professional practice	335	41	12%	88	26%	101	30%	71	21%	15	4%	19	6%
<i>Discipline</i>													
Arts	331	18	5%	64	19%	70	21%	89	27%	35	11%	55	17%
Engineering/Computer Sciences	2,158	149	7%	307	14%	433	20%	510	24%	172	8%	587	27%
Health Prof/Clinical Sciences	892	112	13%	231	26%	227	25%	186	21%	41	5%	95	11%
Humanities	707	33	5%	97	14%	161	23%	200	28%	87	12%	129	18%
Life Sciences	1,756	167	10%	291	17%	322	18%	413	24%	149	8%	414	24%
Physical Sciences/Math	1,278	97	8%	223	17%	264	21%	277	22%	100	8%	317	25%
Professional Fields	1,454	176	12%	315	22%	336	23%	335	23%	83	6%	209	14%
Social Sciences/Psychology	1,193	62	5%	140	12%	222	19%	338	28%	124	10%	307	26%
<i>Race/ethnicity</i>													
African American/Black	410	35	9%	61	15%	99	24%	106	26%	32	8%	410	35
American Indian/Alaska Native	98	10	10%	18	18%	17	17%	27	28%	13	13%	98	10
Asian/Pacific Islander	1,606	159	10%	317	20%	391	24%	370	23%	102	6%	1,606	159
Hispanic/Latinx	1,244	108	9%	232	19%	241	19%	288	23%	103	8%	1,244	108
International	2,700	147	5%	324	12%	510	19%	639	24%	238	9%	2,700	147
White	3,421	327	10%	664	19%	720	21%	835	24%	281	8%	3,421	327
<i>Gender</i>													
Man	3,858	278	7%	598	16%	827	21%	947	25%	304	8%	904	23%
Nonbinary/Other	274	19	7%	51	19%	56	20%	78	28%	23	8%	47	17%
Woman	4,857	439	9%	893	18%	1,016	21%	1,133	23%	410	8%	966	20%
<i>College generation status</i>													
First generation	2,546	217	9%	414	16%	512	20%	609	24%	189	7%	605	24%
Not first generation	6,239	507	8%	1,104	18%	1,342	22%	1,500	24%	538	9%	1,248	20%

Question text: Thinking back to last term, how often did you and your academic advisor devote time specifically to discussing your academic or professional situation (for example, your academic or professional goals, your classes, exams, degree progress, or career)?

Other, unknown, and missing categories are excluded from demographic groups.

Percentages may not sum to 100 percent due to rounding.