

## FSSE 2015 Academic Advising Module Finding

New to FSSE for the 2013 administration were topical modules, short sets of questions on a topic related to current issues in higher education and student engagement. The Academic Advising module examined the quality of academic advising at an institution and the extent to which advisors assisted students in their academic progress.

Using responses from the 2015 Academic Advising module, we examined the advising roles of 5,837 faculty members from 43 institutions. A majority of faculty members (52%) said their primary sources of information for understanding students' academic options were institutional websites, catalogues, or other published sources. For 28% of faculty, the primary sources were faulty colleagues. Smaller proportions of faculty indicated other advising staff (8%) or student advising centers or training (6%) as a primary source.

About three fifths (58%) of faculty members discussed academic issues with their advisees two or three times a year. Twelve percent of faculty had such conversations only once per academic year, while 15% did so six times or more per academic year.

Larger proportions of faculty in education (62%), health professions (57%) and arts and humanities disciplines (56%) discussed academic interests, course selections, or academic performance with their advisees at least three times per year compared to faculty in social sciences (47%), engineering (46%), and business (40%). The figure below shows these differences by disciplinary area.

