Topical Module: Academic Advising

This module examines the quality of academic advising and the extent to which advisors have assisted students in their academic progress. The module complements a question on the core FSSE survey about perceptions of the quality of student interactions with academic advisors.

1. During the current school year, did you serve as an academic advisor for undergraduate students?
   Response options: Yes, No

   [Note: If “yes,” continue to the remaining questions. If “no,” respondent is finished.]

2. During the current school year, which of the following has been your primary source of information regarding students’ academic options?
   • Faculty colleagues
   • Other advising staff
   • Web site, catalog, or other published sources
   • An advising center or advising training
   • Other, please specify: [TEXT]

3. During the current school year, about how many times does your typical advisee discuss with you his or her academic interests, course selections, or academic performance?
   Response options: 0, 1, 2, 3, 4, 5, 6 or more

4. How important is it to you to do the following in your position as an academic advisor?
   Response options: Very important, Important, Somewhat important, Not important
   a. Make yourself available when needed
   b. Listen closely to advisees’ concerns and questions
   c. Inform advisees of important deadlines
   d. Help advisees understand academic rules and policies
   e. Inform advisees of academic support options (tutoring, study groups, help with writing, etc.)
   f. Provide useful information about courses
   g. Help advisees when they had academic difficulties
   h. Help advisees get information on special opportunities (study abroad, internships, research projects, etc.)
   i. Discuss advisees’ career interests and post-graduation plans