

Topical Module: Academic Advising

Updated in 2019, this module examines the quality of academic advising, the extent to which advisors have assisted students in their academic progress, and faculty perceptions of the advising process. 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

[If Yes, continue to the remaining questions. If No, respondent is finished.]

2. What is the class level of most of your advisees?

Response options: Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors); Other, please describe: [TEXT]

3. During the current school year, about how many times has your typical advisee discussed with you their academic interests, course selections, or academic performance?

Response options: 0, 1, 2, 3, 4, 5, 6 or more

4. During the current school year, which of the following has been your primary source of information regarding students' academic options?

Response options: Faculty colleagues; Other advising staff; Website, catalog, or other published sources; An advising center or advising training; Other, please specify: [TEXT]

5. 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. Be available when needed
- b. Provide prompt and accurate information
- c. Provide information about academic support services (tutoring, writing center, success skills, etc.)
- d. Notify students of important policies and deadlines
- e. Reach out to students about their academic progress or performance
- f. Follow up with students regarding something you recommended
- g. Ask questions about students' educational background and needs
- h. Actively listen to student concerns
- i. Respect student identities and cultures
- j. Care about students' overall well-being

6. During the current school year, how often has your typical advisee discussed the following with you?

Response options: Very often, Often, Sometimes, Rarely, Never

- a. Their academic goals and future plans
- b. How their major or expected major relates to their goals and future plans
- c. Special opportunities (study abroad, internship, service-learning, research, etc.)
- d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)
- e. Resources for their well-being (health, counseling, financial guidance, etc.)

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7. How much do you agree with the following statements?

Response options: Strongly Agree, Agree, Disagree, Strongly disagree

- a. I feel comfortable in my role as an advisor at this institution.
- b. I have received adequate training for my role as an advisor.
- c. I would feel comfortable training or mentoring others in their advising roles.
- d. I have the time I need to do my best work as an advisor.
- e. I have access to the resources I need to provide students prompt and accurate information.
- f. I have the flexibility to advise students based on my best judgments about their needs.
- g. I feel comfortable assisting students who are interested in choosing or changing their major.
- h. I have a good understanding of general legal principles that may affect advising (FERPA, mandatory reporting, due process, etc.)
- i. I understand the advising needs of majority and minority student populations.
- j. I am able to build rapport with students whose personal backgrounds are very different from mine.
- k. I feel comfortable advising students to pursue educational opportunities that challenge their cultural understandings.
- l. I connect the students I advise to others on or off campus when it is helpful.