

Survey on Academic Advising
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I have developed processes to solicit input from my advisees so that I can improve my academic advising. Here is a **survey** that I used to receive their feedback. Students were invited to respond on a 5-point Likert scale from 1 = strongly disagree to 5 = strongly agree. In December, 2008, twelve students responded to the survey, at a time when most students were focused on final exams and leaving for the semester break.

	Strongly Agree/Agree	Mean	Strongly Agree/Agree	Mean
Criteria	Fall 08 (n = 12)	Fall 08 (n = 12)	Fall 09 (n = xx)	Fall 09 (n = xx)
Knowledgeable about requirements	10	4.25		
Accurate in information	9	4.17		
Helps plan educational program	11	4.42		
Up to date with information	8	3.92		
Available during posted hours	11	4.42		
Generally available via e-mail	10	4.50		
Contacted fairly easily when needed	11	4.50		
Responds to emails or phone calls	11	4.67		
Takes student interest into account	11	4.25		
Helps deal with university "red tape"	5	3.58		
Knows my academic progress	9	3.83		
Refers to right people	10	4.25		
Knows where to seek answers	10	4.25		
Approachable	12	4.58		
Concerned about student success	10	4.00		
Helps students set goals	7	3.75		
I have little need to see advisor often	4	3.00		
I do most of my own advising	3	2.50		
My friends provide my advising	2	2.08		

Overall, I am satisfied with my adviser	10	4.25		
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For advising knowledge, there were 4 items on the survey. Out of 12 respondents, 8 to 11 agreed or strongly agreed with items that suggest that I was knowledgeable, accurate, helpful, and up-to-date.

For adviser availability, there were 4 items on the survey. Evidently, my advisees know how to contact me and believe they can reach me when needed. Out of 12 respondents, 11 agreed or strongly agreed that I was available during office hours or by email or telephone or that they could contact me fairly easily when advice was needed.

For advising skill, there were 8 items on the survey. All 12 respondents agreed or strongly agreed that I am approachable. Out of 12 respondents, 11 agreed or strongly agreed that I take their interests into account when advising, refer them to the right people/places when needed, know where to seek answers if in doubt, and am concerned with their success as individuals.

For advising usage, there were 3 items on the survey. Evidently, my advisees see value and a role for a faculty member to be involved in their advising. Of the 12 respondents, 10 disagreed or were neutral about having their friends provide most of their advising. Also, 9 disagreed or were neutral that they do most of their own advising and that they have little need to see their adviser often.