

## FSSE 2016 Academic Advising Topical Module Frequencies University of North Carolina at Pembroke

			Lower Division		Upper Division		Total	
	Var. Name	Response Options	Count	%	Count	%	Count %	
During the current school year,	did you serve as an acad	emic advisor for undergraduate students?						
Respondents who answer "No"	fADV01	No	25	36	11	15	36	25
received no other Academic Advis	ing	Yes	44	64	63	85	107	75
topical module questions.		Total	69	100	74	100	143	100
What is the class level of most o	your advisees?							
	fADV06_15	Lower division (mostly first-year students or	17	39	12	19	29	27
		sophomores)	22	50	26	57	50	5
		Upper division (mostly juniors or seniors)	22	50	36	57	58	54
		Other	5	11	15	24	20	19
		Total	44	100	63	100	107	100
During the current school year,	which of the following ha	s been your primary source of information rega	ding students' a	cademic o	ptions?			
	(4.5).(02		0	20	17	27	24	
	fADV02	Faculty colleagues	9	20	17	27	26	24
		Other advising staff	2	5	1	2	3	3
		Website, catalog, or other published sources	30	68	40	63	70	65
		An advising center or advising training	1	2	2	3	3	3
		Other	2	5	3	5	5	:
		Total	44	100	63	100	107	100
During the current school year,	about how many times ha	as your typical advisee discussed with you his or	her academic int	erests, cou	irse selections,	or academ	ic performan	ice?
	fADV03	0	0	0	1	2	1	
		1	6	14	3	5	9	1
		2	14	32	25	40	39	30
		3	10	23	14	22	24	22
		4	8	18	9	14	17	16
		5	1	2	0	0	1	1
		6 or more	5	11	11	17	16	15
		Total	44	100	63	100	107	100
How important is it to you to do	the following in your pos	ition as an academic advisor?						
Make yourself available when need	led fADV04a	Not important	0	0	0	0	0	(
		Somewhat important	0	0	0	0	0	(
		Important	13	30	17	27	30	28
		Very important	31	70	46	73	77	72
		Total	44	100	63	100	107	100
Listen closely to advisees' concern	s fADV04b	Not important	0	0	0	0	0	(
and questions		Somewhat important	0	0	1	2	1	1
		Important	11	25	11	17	22	21
		Very important	33	75	51	81	84	79
		Total	44	100	63	100	107	100
Inform advisees of important deadlines	nes fADV04c	Not important	1	2	1	2	2	2
		Somewhat important	8	18	9	15	17	16
		Important	11	25	23	37	34	32
		Very important	24	55	29	47	53	50
		Total	44	100	62	100	106	100
Help advisees understand academic	fADV04d	Not important	0	0	0	0	0	(
rules and policies		Somewhat important	2	5	3	5	5	5
		Important	19	43	23	37	42	40
			23	43 52			42 59	56
		Very important			36	58		



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e. Inform advisees of academic support	fADV04e	Not important	0	0	0	0	0	0	
options (tutoring, study groups, help		Somewhat important	6	14	7	11	13	12	
with writing, etc.)		Important	17	39	29	46	46	43	
		Very important	21	48	27	43	48	45	
		Total	44	100	63	100	107	100	
Provide useful information about	fADV04f	Not important	0	0	0	0	0	0	
courses		Somewhat important	6	14	5	8	11	10	
		Important	16	37	27	43	43	41	
		Very important	21	49	31	49	52	49	
		Total	43	100	63	100	106	100	
Help advisees when they have	fADV04g	Not important	0	0	0	0	0	0	
academic difficulties		Somewhat important	7	16	7	11	14	13	
		Important	17	39	28	44	45	42	
		Very important	20	45	28	44	48	45	
		Total	44	100	63	100	107	100	
h. Help advisees get information on	fADV04h	Not important	0	0	3	5	3	3	
special opportunities (study abroad,		Somewhat important	9	20	17	27	26	24	
internships, research projects, etc.)		Important	20	45	22	35	42	39	
		Very important	15	34	21	33	36	34	
		Total	44	100	63	100	107	100	
i. Discuss advisees' career interests and	fADV04i	Not important	0	0	0	0	0	0	
post-graduation plans		Somewhat important	4	9	5	8	9	8	
		Important	18	41	19	30	37	35	
		Very important	22	50	39	62	61	57	
		Total	44	100	63	100	107	100	
6. During the current school year, how of	•	ed out to your advisees about their aca							
	fADV05_15	Never	0	0	1	2	1	1	
		Sometimes	18	41	23	37	41	38	
		Often	19	43	26	41	45	42	
		Very often	7	16	13	21	20	19	
		Total	44	100	63	100	107	100	