Assessing Academic Advising in a Department of Communication Through a Web-based Student Survey
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Introductions

- Audience quick introductions
- Speaker background
  - MSU
  - WCU
  - USM
  - Student
Importance of Advising

- Impacts student major choice
- Affects retention – department and overall
- Builds lifelong relationships and value
- Enhances (or not) individual, departmental, and institutional reputations
Lack of Advising Evaluation

- Advising as teaching or service
- Annual review impact
- Good advisors advise more
- Bad advisors have fewer
- Awards as recognition
Departmental Organization

- Faculty member as advising coordinator
- AC or department head advising most new students
- Assigned faculty advisor after first semester
- Students’ ability to change advisors
Survey Development

- Partnered with Institutional Research
- Pre-tested with faculty
- Developed web-based
- Sent to all majors
- Confidentiality ensured
- Distributed late in semester
- Gift card as incentive
Major Questions

- Faculty knowledge of curriculum
- Faculty time availability
- Faculty relationship
- Faculty inform on internships, graduate schools, career information
- Student preparedness
Survey Results

- Response rate of 55 of 440 (12.5%)
- Female – 82.7% and Male – 17.3%
- Classifications
  - FR – 24.5%
  - SO – 20.8%
  - JR – 18.9%
  - SR – 35.8%
Survey Results

❖ Concentrations
  – Broadcasting – 25.5%
  – Comm. Studies – 5.5%
  – Journalism – 10.9%
  – Public Relations – 56.4%
  – Theatre – 12.7%

❖ Advisors – ranged from 1.9-15.4% of total
Survey Results

✦ Others providing advice
  – Department head – 21.8%
  – Three other faculty well over 10%
Survey Results – SD-SA

- Advisor with sufficient times during pre-registration – 86% A or SA
- Advisor available other times – 84% A or SA
- Advisor knows classes needed – 78% A or SA
- Advisor knows registration – 82% A or SA
- Accurate info. from advisor – 74% A or SA
- Open to ask advice not classes – 65% A or SA
Survey Results – SD-SA

- Advisor discussed internships – 34% A or SA
- Advisor discussed careers – 42% A or SA
- Advisor discussed grad. school – 17% A or SA
- Advisor good listener – 70% A or SA
- Advisor respects advisee – 88% A or SA
- Prefer different advisor – 23% A or SA
Survey Results – SD-SA & Y-N

- Student makes appointments – 90% A or SA
- Student keeps appointments – 83% A or SA
- Student checks MSU e-mail – 91% A or SA
- Student plans class list – 85% Y
- Student has copy of curriculum – 89% Y
- Numerous open-ended responses with variance
General Conclusions

- Advisors are available during advising times and other times
- Advisors know curriculum
- Advisors know registration procedures
- Advisors are good listeners and respectful
- Advisors do not often discuss internships, career options, and graduate school
- Students feel prepared for advising
Applications for Faculty

- Enhanced emphasis to faculty on importance of advising and training
- Insistence on attending specific workshops
- Faculty member nominated and received various awards
Applications for Students

- Enhanced detail and distribution of advising booklet
- Increased e-mail emphasis from department for internships and careers
- Implementation of departmental career fair
- Development of alumni advisory board
Applications for Students

- More career and related links on web site
- Implementation of scholarship golf tournament
- Increased use of Facebook and other social media
- Cross promoting of activities to prospective students
Future Research

- Replicate annually
- Submit just after advising
- Shorten survey
- Implement at university level
- Emphasize importance in faculty evaluation
Any Questions or Comments