

System Analysis and Design (CIS 2202)

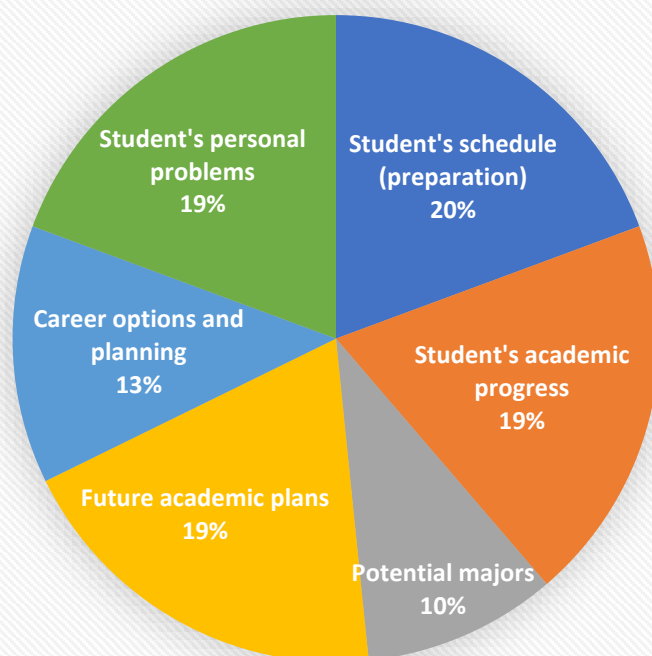
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Academic Advisory System - Faculty Members Interview questions

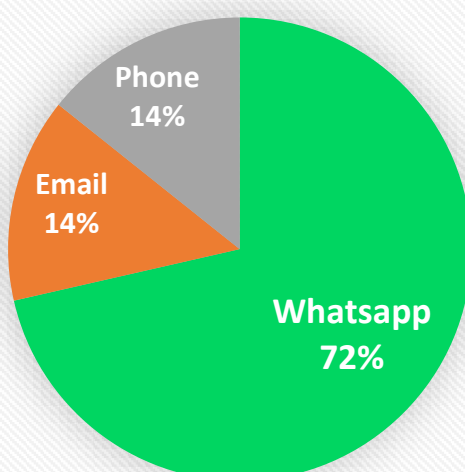
- 1- What do you think about the amount of required work for academic advisory?
- 2- In your opinion, do you spend enough amount of time in advising meetings?
- 3- In your opinion, how you can make the most of advising meetings time?
- 4- How do students benefit from time for academic advisory?
- 5- Do you think Whatsapp is an effective communication way with your students?
- 6- What is the importance of compatibility between the advisor and his students?
- 7- Do you face any problems with the number of students in the advisory group?
- 8- In your opinion, why more than half of the students do not visit their advisors?
- 9- Why 57% of advisors feel satisfied with academic advising, although the first answers are negative?
- 10- According to the formal training statistics which maybe the useful way or method to train?
- 11- How we can encourage students to communicate with their advisors?
- 12- What are the things that may prevent communication between the student and the academic advisor? And how we can avoid these things?
- 13- How would you explain the relations between the courses for your students?
- 14- Why some advisors do not know about regular advising sessions offered at the faculty?
- 15- In your opinion, how would assess the academic advisory training?

Faculty Members Questionnaire Analysis

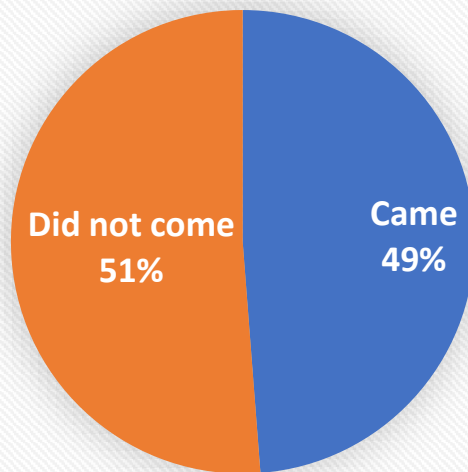
Regular discussion during advising meetings



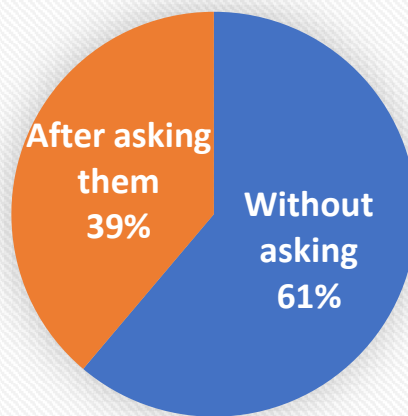
Communication way



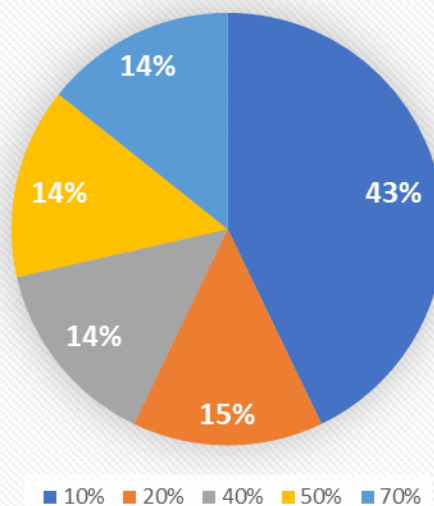
Percentage of students who came to advisor



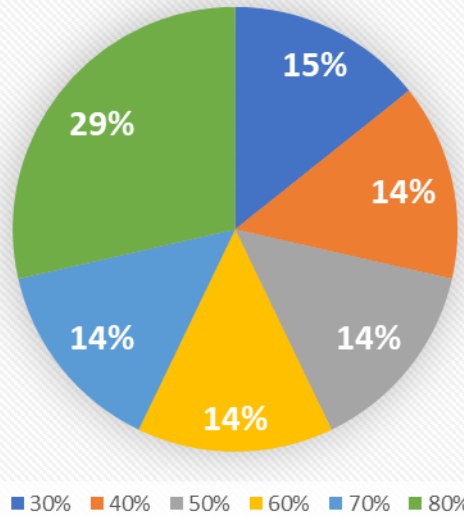
Percentage of students who came to advisor without asking them



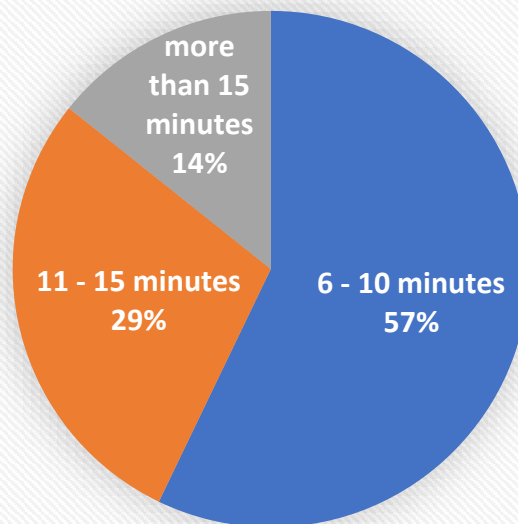
Percent of total work time for advising students during a typical school year



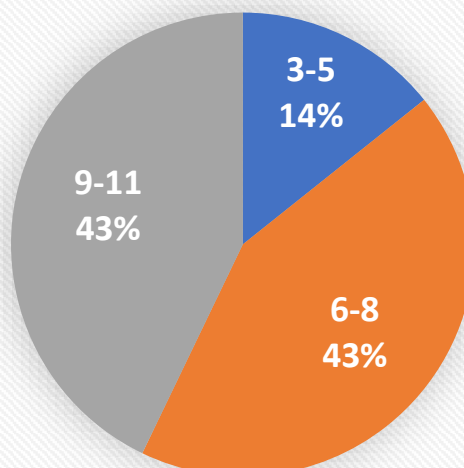
Percent of total work time for teaching students during a typical school year



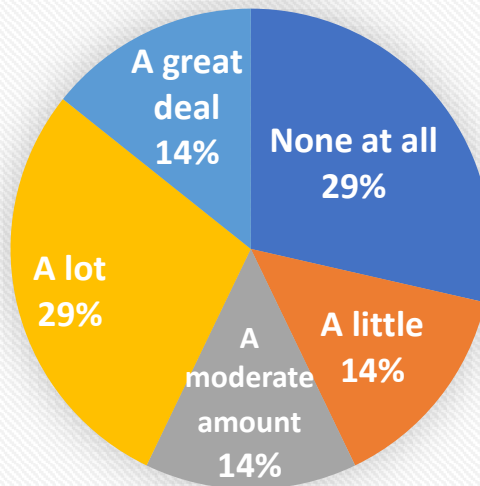
Average length of meeting time with a student for advising purposes



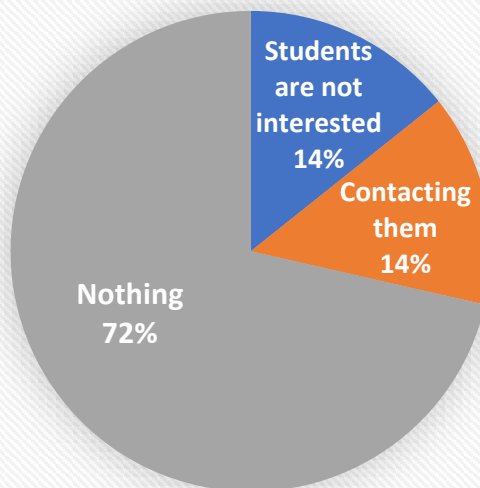
Number of students in the advisory group



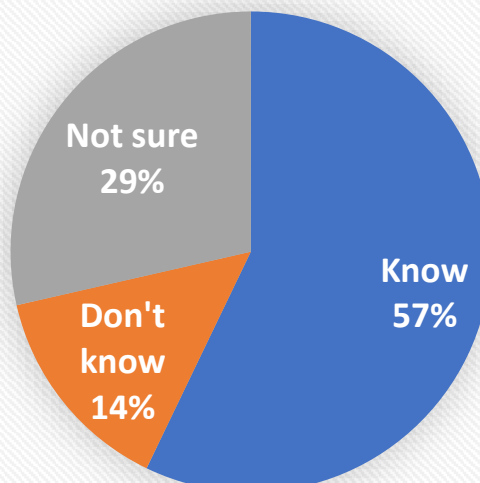
Adequately prepared to become an academic advisor



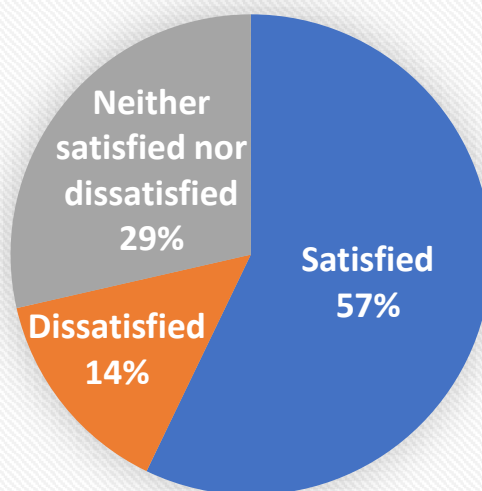
Problems that faced with communicating with students



Knowing about regular advising sessions offered at the faculty.



The satisfaction with the academic advisory system



Having a formal training in academic advising

■ Significant information learned ■ Some information learned ■ Marginal information learned
■ No information learned ■ Had previous experiences

