

You Hold the Questions; Who Holds the Data?

*Professional Advisors Collaborating with
Data Handlers to Assess Student
Engagement and Advising*

Amy Ribera

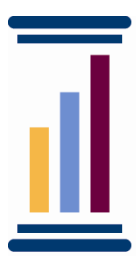
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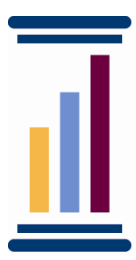
National Survey of Student Engagement (NSSE)
Center for Postsecondary Research
Indiana University





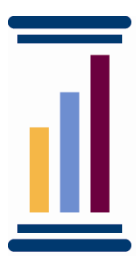
Why is it important to assess academic advising?

- Integral part of our values as student affairs professionals to continuously improve
- Held accountable by various internal and external stakeholders
 - Students
 - Departmental/program review
 - Campus strategic plan
 - Business and community leaders
 - Federal and state mandates and policies



Session's Objectives

- Help YOU remain part of the assessment conversation
- Equip you with strategies to stimulate data-driven conversations about advising
- Become part of the solution by posing questions



But first...educate yourself!

- Who is collecting assessment data on academic advising?
- What instruments/methods are being used to assess advising?
- Why is it being collected?
- How can I be involved?
- National Survey of Student Engagement (NSSE) as an example

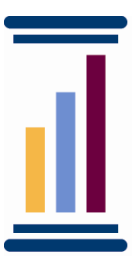
A small icon in the top-left corner consisting of three vertical bars of different heights (yellow, blue, and purple) on a white background, with horizontal lines above and below the bars.

What is Student Engagement?

- What **students** do-time and energy devoted to educationally purposeful activities
- What **institutions** do-using effective educational practices to induce students to do and support the right things

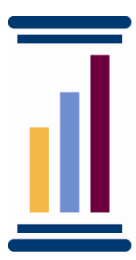
The research is unequivocal:
students who are actively involved
in both academic and out-of-class
activities gain more from the college
experience than those who are not
involved.

--Pascarella & Terenzini, 2005
How College Affects Students



How does this relate to advising?

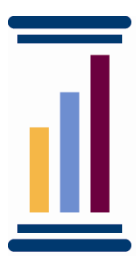
- Lowenstein (2005) in NACADA Journal:
 - Advisor's work is central to enhancing a student's education
 - When advisors takes on a *learning-centered philosophy*, he or she helps the student to make sense of their curriculum
- Guide students towards effective educational practices



What is NSSE?

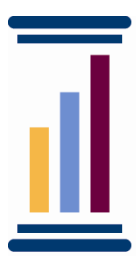
NSSE annually gathers valid, reliable information on the extent to which students engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.

- Ask students about their *experiences*
- Focuses on *behaviors and perceptions* of institutional support
- Empirically confirmed effective educational practices



Who Participates in NSSE?

- First-year and senior students
- In 2015, over 580 four-year colleges and institutions are participating
- Reasons vary:
 - National and regional accreditation
 - Departmental/program reviews
 - Curricular reform (general education)
 - Institutional improvement efforts (e.g., retention rates, high-impact practices, FYE programming)



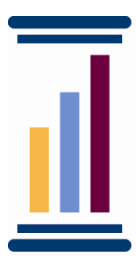
What does NSSE measure?

High-Impact Practices

- Service-learning
- Learning communities
- Research with faculty
- Study abroad
- Internship
- Senior culminating experience

- Done or in progress
- Plan to do
- Do not plan to do
- I don't know

Kuh (2008) recommends every student should participate in at least two high-impact activities--one in the first year and one later, in the major.



What does NSSE measure?

Themes

Engagement Indicators

Academic Challenge

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Learning with Peers

Collaborative Learning

Discussions with Diverse Others

Experiences with Faculty

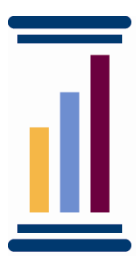
Student-Faculty Interaction

Effective Teaching Practices

Campus Environment

Quality of Interactions

Supportive Environment



NSSE and Academic Advising

Indicate the quality of your interaction with the following people at your institution.

- Students
- Academic advisors
- Faculty
- Student services staff
- Other administrative staff and offices

- Poor
- 2
- 3
- 4
- 5
- 6
- Excellent
- Not applicable





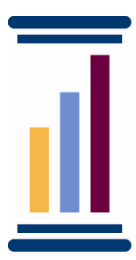
NSSE and Academic Advising

- ***New Tool*** available online
- Updated NSSE items mapped to institution departments, units, committees, functional areas, and interest groups



Survey Item	Relevant Units
Question 1. During the current school year, about how often have you done the following?	Center for teaching & learning
1a. Asked questions or contributed to course discussions in other ways	Academic success center, SOI, Tutoring, writing center
1b. Asked questions or contributed to course discussions before turning in	Academic advising, Academic success center, Dean of faculty
1c. Prepared two or more drafts of a paper or assignment before turning it in	SOI, Tutoring
1d. Come to class without completing readings or assignments	Academic success center, SOI, Tutoring
1e. Attended an art exhibit, play, or other arts performance (dance, music, etc.)	Art museum, fine & performing arts, Performing arts center, Student activities
1f. Asked another student to help you understand course material	Academic success center, SOI, Tutoring
1g. Explained course material to one or more students	Academic success center, SOI, Tutoring
1h. Prepared for exams by discussing or working through course material with other students	Academic success center, SOI, Tutoring
1i. Worked with other students on course projects or assignments	Academic success center, Center for teaching & learning, Tutoring
2. Give a course presentation	General education
Question 2. During the current school year, about how often have you done the following?	SOI
2a. Combined ideas from different courses when completing assignments	Civic engagement, Faculty senate, Political/social science studies, Service-learning office, Social justice studies
2b. Connected your learning to societal problems or issues	Diversity office, Service-learning office
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Diversity office, Residence life, Service-learning office
2d. Examined the strengths and weaknesses of your own views on a topic or issue	Diversity office, General education, Residence life, Service-learning office
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	General education, Service-learning office
2f. Learned something that changed the way you understand an issue or concept	General education, Service-learning office
2g. Connected ideas from your courses to your prior experiences and knowledge	General education, Service-learning office
Question 3. During the current school year, about how often have you done the following?	Academic advising, Career planning & services
3a. Talked about career plans with a faculty member	Faculty senate, Student affairs
3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Dean of faculty, Faculty senate
3c. Discussed your academic performance with a faculty member	Academic advising, Dean of faculty, Faculty senate
3d. Discussed your academic performance with a faculty member	Academic success center, SOI, Tutoring
Question 4. During the current school year, how much has your coursework emphasized the following?	Academic success center, SOI, Tutoring
4a. Memorizing course material	Academic success center, SOI, Tutoring
4b. Applying facts, theories, or methods to practical problems or new situations	Academic success center, SOI, Tutoring
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Academic success center, SOI, Tutoring
4d. Evaluating a point of view, decision, or information source	Academic success center, SOI, Tutoring
4e. Forming a new idea or understanding from various pieces of information	Academic success center, SOI, Tutoring
Question 5. During the current school year, to what extent have your instructors done the following?	Dean of faculty, Department chair, SOI
5a. Clearly explained course goals and requirements	Dean of faculty, Department chair, SOI
5b. Taught course sessions in an organized way	Dean of faculty, Department chair, SOI
5c. Used examples or illustrations to explain difficult points	Dean of faculty, Department chair, SOI
5d. Provided feedback on a draft or work in progress	Dean of faculty, Department chair, SOI, Writing center
5e. Provided prompt and detailed feedback on tests or completed assignments	Dean of faculty, Department chair, SOI

http://nsse.iub.edu/pdf/NSSE_Item_Campuswide_Mapping.pdf



Additional Questions

2014 Topical Module Options

Academic Advising

Experiences with Information Literacy

Development of Transferrable Skills

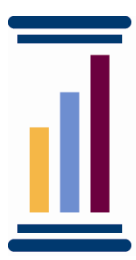
Global Perspectives

Experiences with Diverse Perspectives

Experiences with Writing

Learning with Technology

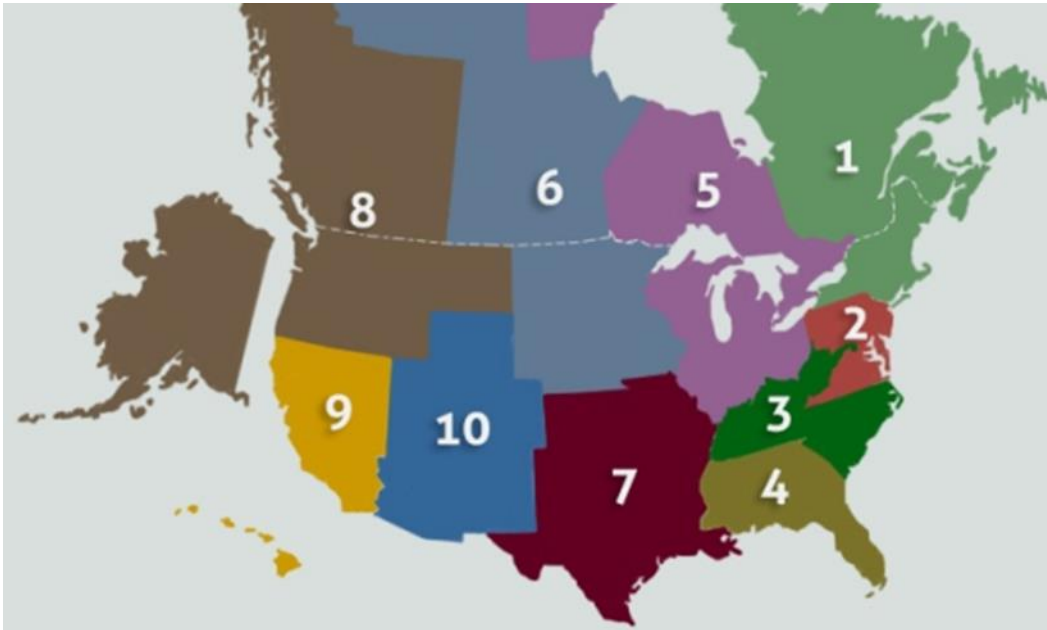
Civic Engagement



Additional Questions

2014 Topical Module Options	# of Institutions
Academic Advising	215
Experiences with Information Literacy	76
Development of Transferrable Skills	71
Global Perspectives	71
Experiences with Diverse Perspectives	64
Experiences with Writing	59
Learning with Technology	56
Civic Engagement	49

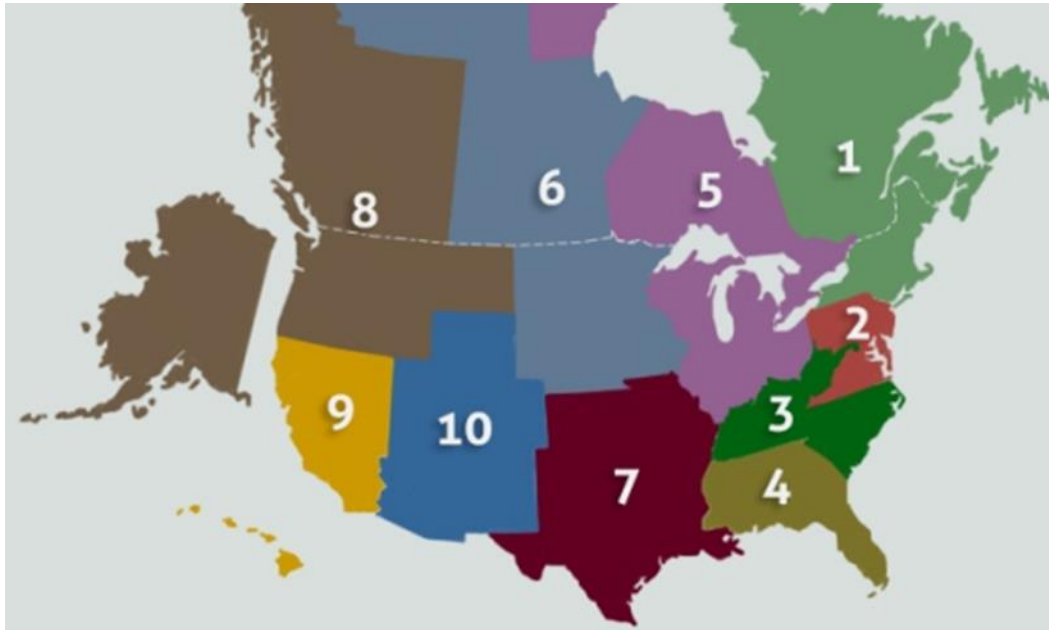
NACADA Great Lakes Region 5



Q: So, who already has NSSE's advising module data?

- Illinois
- Indiana
- Ohio
- Ontario
- Michigan
- Wisconsin

NACADA Great Lakes Region 5

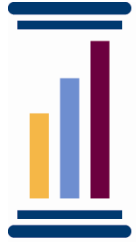


Q: So, who already has NSSE's advising module data?

A: 118 institutions!

- Illinois = 23
- Indiana = 24
- Ohio = 29
- Ontario = 12
- Michigan = 18
- Wisconsin = 12

*See handout for full list of institutions



Academic Advising Module



Topical Module: Academic Advising

This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. (Complementary FSSE set available.)

1. During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

0	1	2	3	4	5	6 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. During the current school year, to what extent have your academic advisors done the following?

	Very Much	Quite a bit	Some	Very little	Not applicable
a. Been available when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Listened closely to your concerns and questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Informed you of important deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helped you understand academic rules and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provided useful information about courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Helped you when you had academic difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed your career interests and post-graduation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How often have your academic advisors reached out to you about your academic progress or performance?

Very often	Often	Sometimes	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

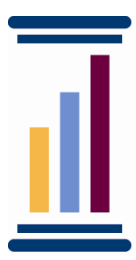
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? [Select one]

- Academic advisor(s) assigned to you
- Academic advisor(s) available to any student
- Faculty or staff not formally assigned as an advisor
- Online advising system (degree progress report, etc.)
- Website, catalog, or other published sources
- Friends or other students
- Family members
- Other, please specify: _____
- I did not seek academic advice this year

The purpose of this module is to examine students' experiences with academic advising"

- Number of meetings with an advisor
- Nature of those interactions
- How often advisors reach out
- Students' primary source of advice
- Corresponding FSSE set available



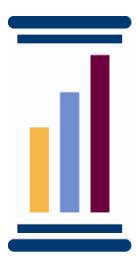


Individual Activity

- Take 5 minutes to review the core survey and advising module
- Write down 1-2 questions you would like to know as a curious advisor

SELECTED RESULTS ON ADVISING



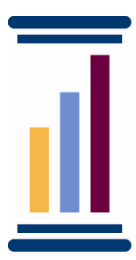


What We Know for Sure

- On average, students meet with their advisor 2-3 times a year
- Some groups of students *rarely* meet with an advisor
 - Commuter
 - Part-time
 - Adult students
 - Students who study less than 15 hrs/wk



Source: NSSE Annual Results 2014
http://nsse.iub.edu/html/annual_results.cfm



What We Know for Sure

Primary Advising Source

Rarely¹ met with
an academic
advisor

Met with an
academic
advisor at least
two times

Family members

Friends or other students

Academic advisor(s) assigned to you

Faculty or staff not formally assigned as an advisor

I did not seek academic advice this year

Web site, catalog, or other published sources

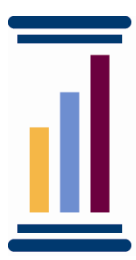
Academic advisor(s) available to any student

Online advising system (degree progress report, etc.)

Other source

Note: Percentages are weighted by gender, enrollment, and institutional size.

¹Students were asked, "During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?" Values represented are the percentage who responded "0" or "1".

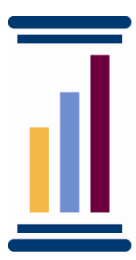


What We Know for Sure

Primary Advising Source	Rarely ¹ met with an academic advisor	Met with an academic advisor at least two times
Family members	23%	
Friends or other students	21%	
Academic advisor(s) assigned to you	16%	
Faculty or staff not formally assigned as an advisor	11%	
I did not seek academic advice this year	10%	
Web site, catalog, or other published sources	7%	
Academic advisor(s) available to any student	6%	
Online advising system (degree progress report, etc.)	5%	
Other source	2%	

Note: Percentages are weighted by gender, enrollment, and institutional size.

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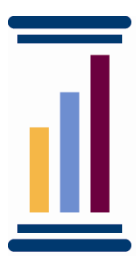


What We Know for Sure

Primary Advising Source	Rarely ¹ met with an academic advisor	Met with an academic advisor at least two times
Family members	23%	16%
Friends or other students	21%	13%
Academic advisor(s) assigned to you	16%	41%
Faculty or staff not formally assigned as an advisor	11%	10%
I did not seek academic advice this year	10%	3%
Web site, catalog, or other published sources	7%	4%
Academic advisor(s) available to any student	6%	10%
Online advising system (degree progress report, etc.)	5%	2%
Other source	2%	1%

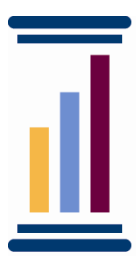
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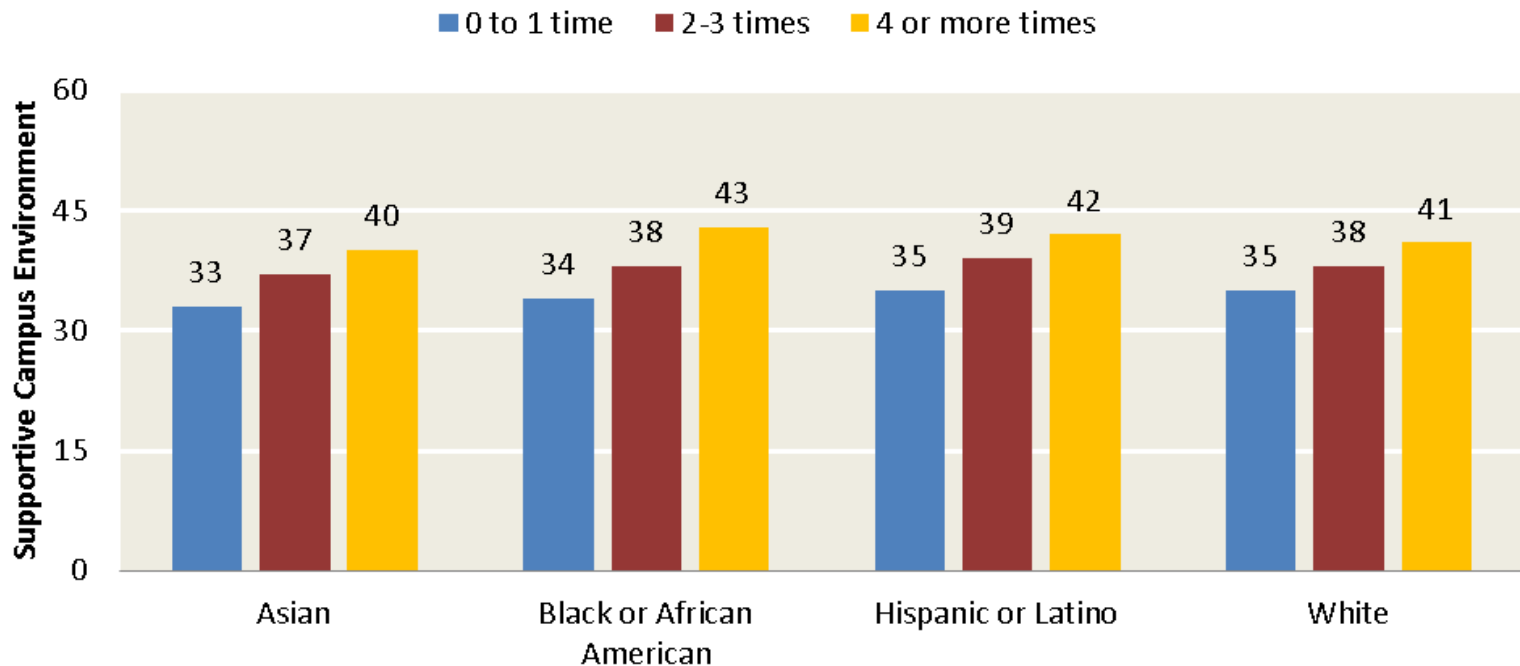
What We Know for Sure

- When advisors encourage engagement in special opportunities (e.g., HIPs), students are more likely to engage in these activities
- HIPs are especially important for historically underrepresented students
- Advising has a positive association perceptions of a supportive campus environment



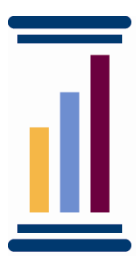
What We Know for Sure

First-year Perceptions of a Supportive Campus Environment by Race or Ethnicity and Number of Times Meeting with an Academic Advisor



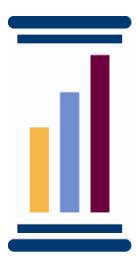
SMALL GROUP ACTIVITY





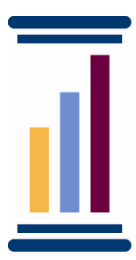
Small Group Activity

- Form small groups with those nearby you
- Share your questions and discuss the following:
 - What do we to know?
 - Who should we work with?
 - What are the foreseeable roadblocks?
- Share with the audience



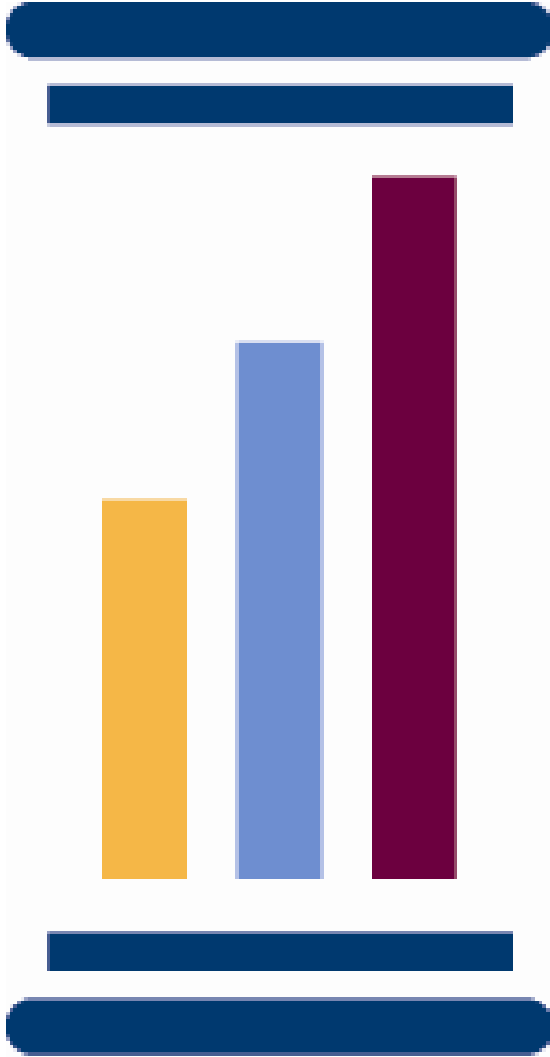
Tips for Collaborating

- Be proactive and do your homework
 - Become familiar with survey items
 - Participation cycle
 - Existing data
 - Flag special interest groups/programs
 - Connect NSSE to enrollment data
 - Institutional goals and strategic plan
- Stay curious and ask questions
- Join assessment committees



Other Student Engagement Surveys

- Faculty Survey of Student Engagement
 - Advising from the perspective of faculty advisors
- Beginning College Survey of Student Engagement
- Join us in Las Vegas!
“Building Academic Strengths: Using BCSSE to Identify and Support Students with Low Confidence”



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