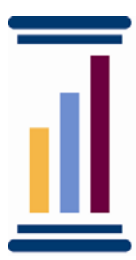


Overview of NSSE's Academic Advising Topical Module

Amy Ribera

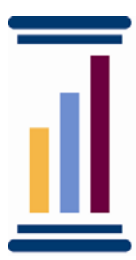
Assistant Research Scientist

National Survey of Student Engagement



Webinar will address...

- What is the role of academic advisors and how does it relate to student engagement?
- How does NSSE assess students' experiences with academic advising?
- What are some approaches to collaborating with advisors when exploring the data?
- Examples of data strategies and additional resources



Role of Academic Advising

- Faculty, professional advisors, both
- Moving beyond prescriptive advising
- Develop the whole student (Grites, 2013)
- Support student success
 - Serve as Teachers (Lowenstein, 2005)
 - Serve as Navigators (Light, 2001)
 - Serve as Mediators (Campell & Nutt, 2008)



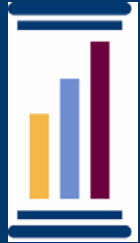
Making Sense of the Curriculum

- Lowenstein (2005):
 - 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
- Campbell & Nutt (2008):
 - Views academic advising as an educational process
 - Moves from a paradigm that focuses on information or inputs to a paradigm of learning that focuses on outcomes for student learning

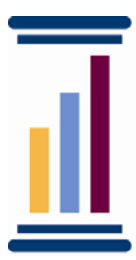


NACADA's Concept of Advising (2006)

- Academic advising has three essential components
 - Curriculum (what advising deals with)
 - Pedagogy (how advising does what it does)
 - Student learning outcomes (the result of academic advising)
- Students should learn:
 - ✓ To become members of their higher education community
 - ✓ To think critically about their roles and responsibilities
 - ✓ To be educated citizens of a democratic society and a global community



Academic Advising & NSSE

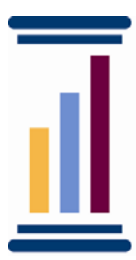


NSSE Academic Advising Module

Items focus on:

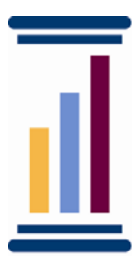
- Frequency of discussions with an advisor
- Nature of the interaction
- How often advisors have reached out
- Primary source of advice

Similar set on FSSE; faculty advisor's perspective



Participation

- Most popular topical module
- Since 2013, 589 four-year colleges and universities have selected the advising module
- NSSE 2015
 - Over 118,000 first-year and senior respondents
 - 197 institutions
 - 50% Private
 - 40% Masters, 29% Baccalaureate, 19% Doctoral, 11% Other



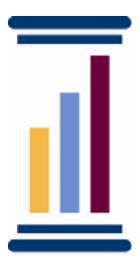
Module Items

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?

	<i>Very Much</i>	<i>Quite a bit</i>	<i>Some</i>	<i>Very little</i>	<i>Not applicable</i>
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"/>

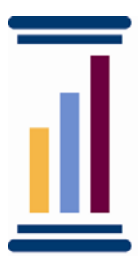


Theme 1

Being accessible and having meaningful conversations

- 2a. Been available when needed
- 2b. Listened closely to your concerns and questions
- 2i. Discussed career interests and post-graduation plans

Advisors as Sense-Makers

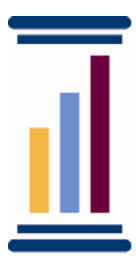


Theme 2

Helping to navigate institutional policies, deadlines, and course information

- 2c. Informed you of important deadlines
- 2d. Helped you understand academic rules and policies
- 2f. Provided useful information about courses

Advisors as Navigators

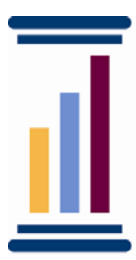


Theme 3

Connecting to campus resources and special opportunities

- 2e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)
- 2g. Helped you when you had academic difficulties
- 2h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)

Advisors as Mediators of Engagement



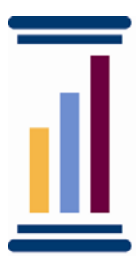
Module Items

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

Very often *Often* *Sometimes* *Never*

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



Module Report: Part 1



NSSE 2014 Academic Advising Administration Summary NSSEville State University

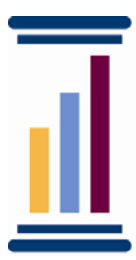
About This Topical Module

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.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Academic Advising' column of this report.

Group label	Academic Advising
Date submitted	6/23/14
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Sector (Pub); Basic Classification (Master's L)
Group description	Public, Carnegie-classified Master's Large Universities.



Module Report: Part 2



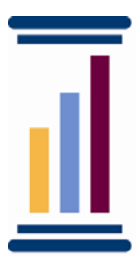
NSSE 2014 Academic Advising Frequencies and Statistical Comparisons NSSEville State University

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name	Values ^c	Response options	NSSEville State		Academic Advising		NSSEville State			Academic Advising		
				Count	%	Count	%	Mean	Mean	Effect size ^d			
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?													
	ADV01	0	0	112	21	962	10	2.0	2.2 **	-0.13	▽		
		1	1	149	25	2,986	26						
		2	2	156	22	3,614	31						
		3	3	105	15	1,967	18						
		4	4	60	9	860	7						
		5	5	26	4	308	3						
		6	6 or more	26	5	558	5						
		Total		634	100	11,255	100						



Module Report: Part 3

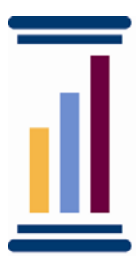


NSSE 2014 Academic Advising Detailed Statistics^e NSSEville State University

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	NSSEville State	NSSEville State	Academic Advising	NSSEville State	Academic Advising	NSSEville State	Academic Advising			
ADV01	882	2.38	2.25	.06	.01	1.80	1.76	17,021	.031	.07
ADV02a	791	3.00	2.94	.03	.01	0.93	1.01	894	.095	.06
ADV02b	774	3.05	2.97	.04	.01	0.98	1.02	15,448	.045	.07
ADV02c	783	2.67	2.74	.04	.01	1.06	1.11	876	.046	-.07
ADV02d	734	2.65	2.67	.04	.01	1.06	1.11	820	.634	-.02
ADV02e	709	2.44	2.45	.04	.01	1.07	1.15	797	.866	-.01
ADV02f	772	2.70	2.75	.04	.01	1.04	1.10	863	.168	-.05
ADV02g	647	2.65	2.62	.04	.01	1.13	1.16	12,934	.436	.03
ADV02h	679	2.50	2.46	.04	.01	1.13	1.19	764	.445	.03
ADV02i	745	2.51	2.51	.04	.01	1.10	1.18	839	.981	.00

*Comparisons with:
Academic Advising*



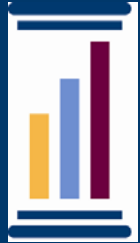
Module Report: Part 4

Endnotes

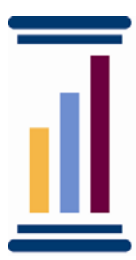
- a. Column percentages are weighted by gender and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by gender and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t-tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t-tests uses Cohen's *d*.
- e. Statistics are weighted by gender and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t-tests. Values differ from Ns due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t-tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

Key to symbols:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

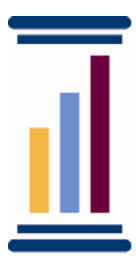


Data Strategies for Collaboration



Tips for Collaboration


- Collaborate with academic advising units
- Get advisors involved early, save time
- You have the data but they know the context
- Help you to identify variables and student behaviors
- Create campus working groups based on unit/department, special population, or common issue



Data User's Guide

http://nsse.indiana.edu/html/data_users_guide.cfm

- Worksheets to share results
- Recommend worksheet #2 Predict Your Results
- Best time to use this worksheet when sharing results with groups “new to NSSE”

 **NSSE**
national survey of
student engagement

NSSE Data User's Guide
WORKSHEET #2
Predict Your Results

What do you know about your students? Because beliefs and assumptions play a role in shaping expectations and actions, it is helpful to account for them when trying to understand the undergraduate experience.

Items from NSSE Question #1 are in the table below. Select several items of interest, or add your own to the table. Then, in the "Predict" column record whether you believe this is a "strength" or an infrequent experience among your students (see the key below). Under "Prefer" indicate the level of your preference for students' engagement in this experience. Under "Actual" write the result for that item in the Frequency and Statistical Comparisons report.

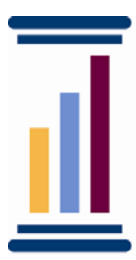
Examine the gaps between students' actual responses and faculty and staff predictions and preferences as a catalyst for group discussion about the quality of the student experience.

Items from Survey Question #1 (modify this table to include a dozen or so items of interest to your institution)

	Predict*	Prefer*	Actual %**
1. During the current school year, about how often have you done the following? Response options: Very often, Often, Sometimes, Never			
a. Asked questions or contributed to course discussions in other ways			
b. Prepared two or more drafts of a paper or assignment before turning it in			
c. Come to class without completing readings or assignments			
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)			
e. Asked another student to help you understand course material			
f. Explained course material to one or more students			
g. Prepared for exams by discussing or working through course material with other students			
h. Worked with other students on course projects or assignments			
i. Gave a course presentation			




Key
* Use "+" to identify a strength, something students do frequently; "-" to identify something a fair proportion of students do; "n" to identify an infrequent experience.
** % "Often" or "Very Often"—Actual percentage distribution is available from the Engagement Indicators and Frequency and Statistical Comparisons reports.

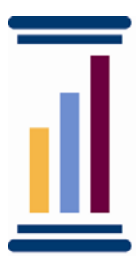
NSSE DATA USER'S GUIDE • 4



Data User's Guide

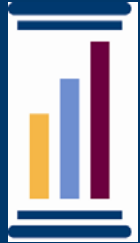
THEME 1: Advisors being accessible and having meaningful conversations

2. During the current school year, to what extent have your academic advisors done the following Response options: 4=Very much, 3=Quite a bit, 2=Some 1=Very little	FY Predict	FY Prefer	FY Actual	Area of Concern
a. Been available when needed	2.5	4	2.5	
b. Listened closely to your concerns and questions	2.5	4	3.0	
i. Discussed career interests and post-graduation plans	1.5	2.5	2.4	

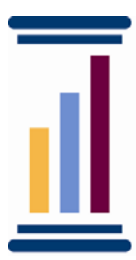


Digging into the Data

- Link to institutional data
 - Special populations; Unit level
 - Enrollment patterns
 - Predicting at-risk behaviors
 - Student outcomes
 - Retention
 - Learning (GPA, course grades)
 - Post-graduation plans
- Student engagement in effective educational practices



Data Strategies for Analyses

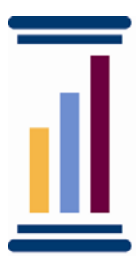


Frequency of Discussions

- 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](#)



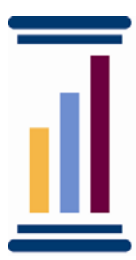
Primary Source of Advice

Table 4. Percentage of First-Year Students' Primary Sources of Advice by Number of Meetings with an Academic Advisor

Primary Source of Advice	Rarely ^a met with advisor	Met with advisor at least twice
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		
Website, 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.

a. Students 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?" "Rarely" is the percentage who responded "0" or "1".



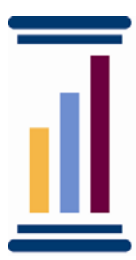
Primary Source of Advice

Table 4. Percentage of First-Year Students' Primary Sources of Advice by Number of Meetings with an Academic Advisor

Primary Source of Advice	Rarely ^a met with advisor	Met with advisor at least twice
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%
Website, 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%

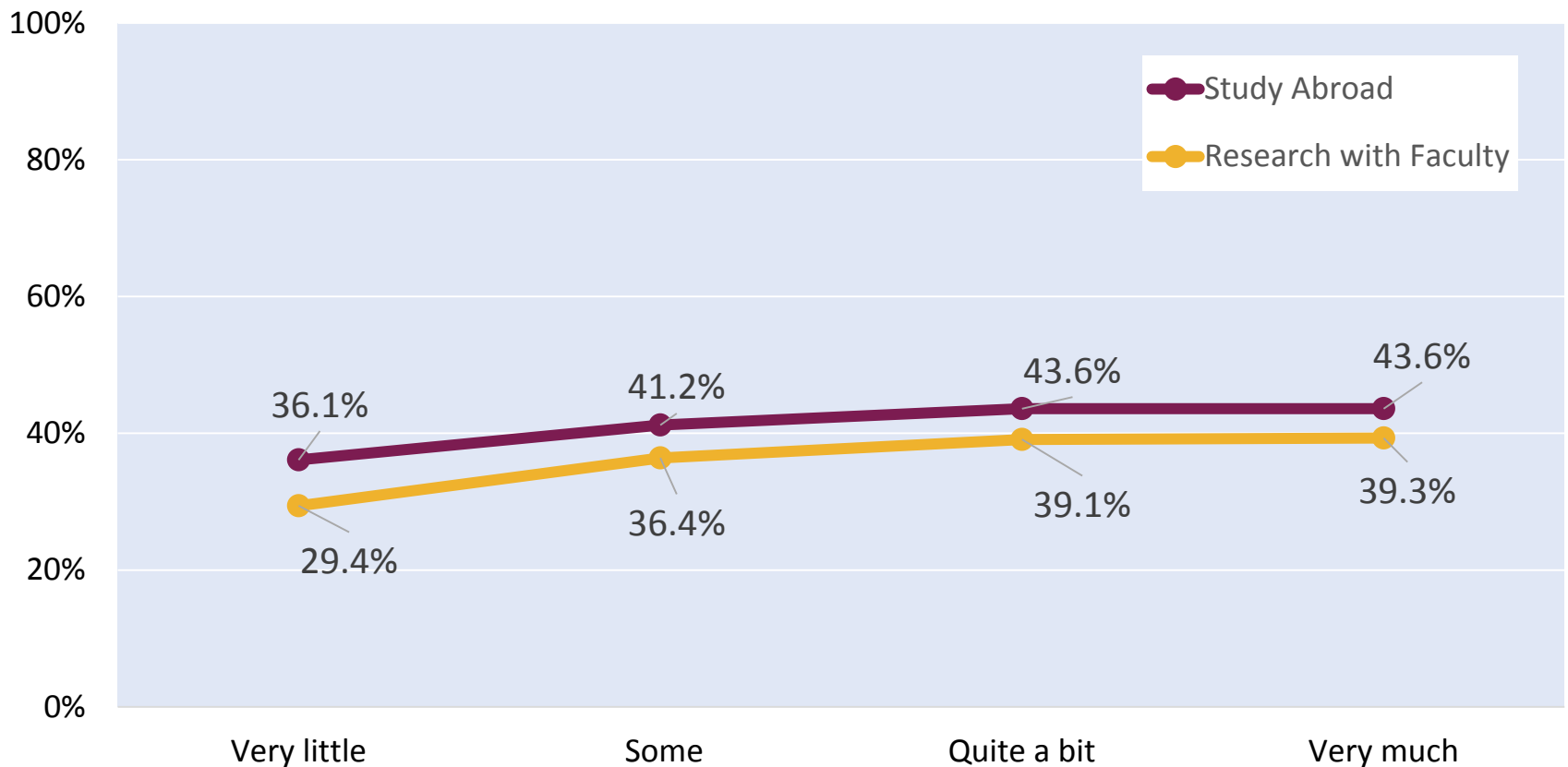
Note: Percentages are weighted by gender, enrollment, and institutional size.

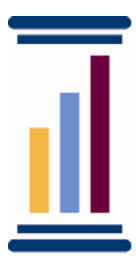
a. Students were asked, "During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?" "Rarely" is the percentage who responded "0" or "1".



High-Impact Practice

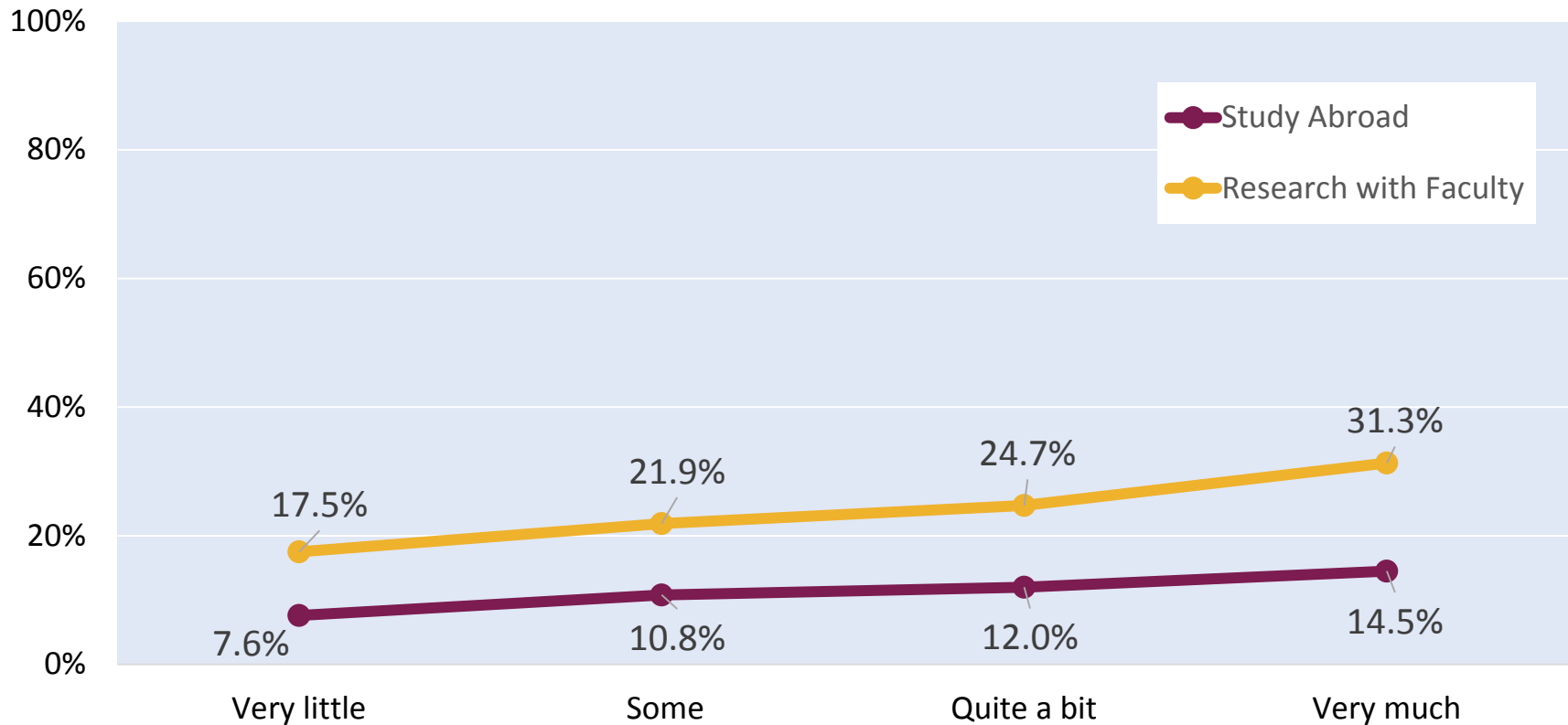
First-Generation, First-Year Students Who “Plan to Do” a HIP by Level of Help with Getting Information on Special Opportunities

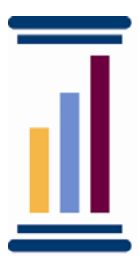




High-Impact Practice

First-Generation, Seniors Who “Have Done or in Progress of Doing” a HIP by Level of Help with Getting Information on Special Opportunities



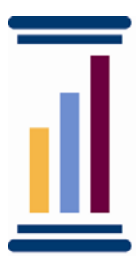


Proactive Advising

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

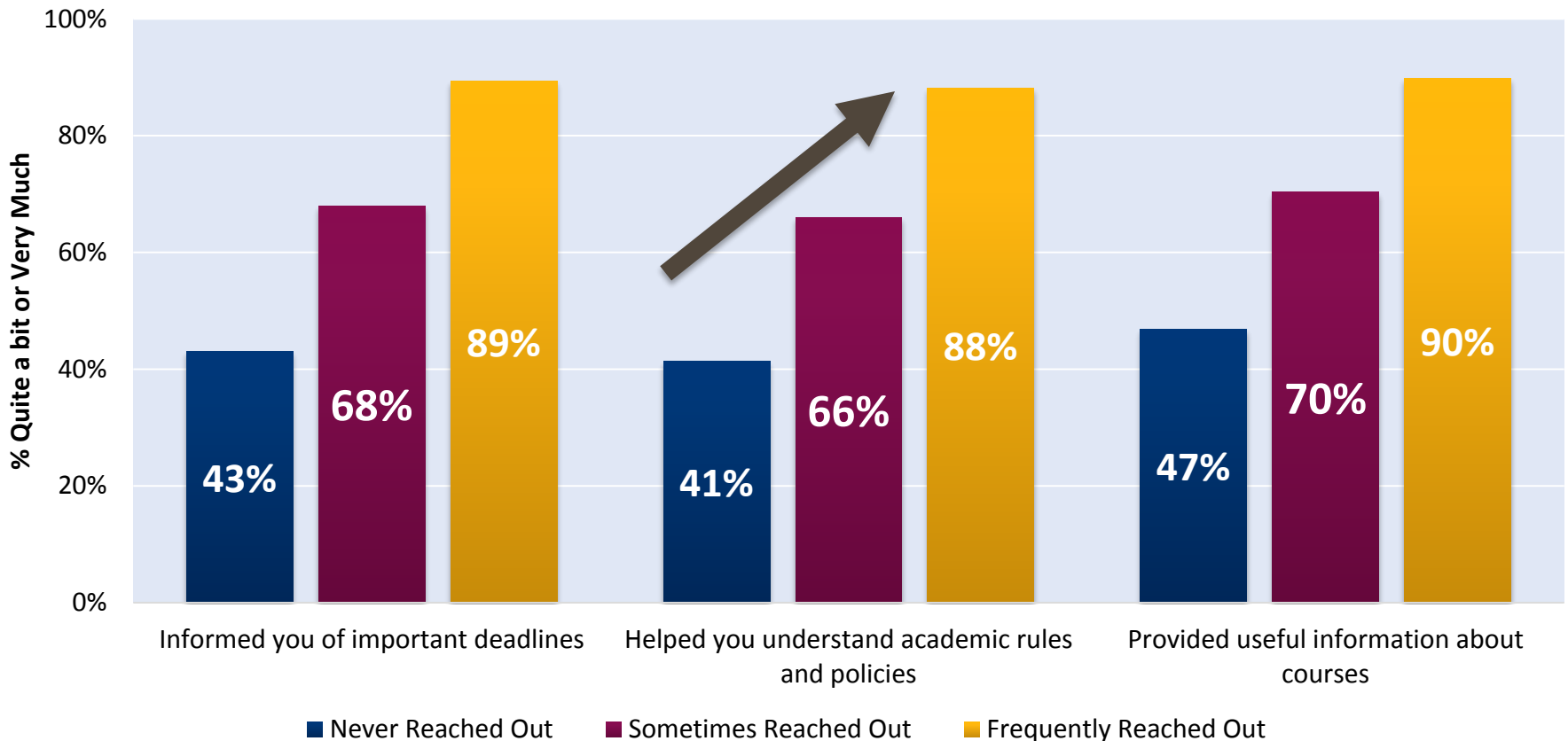
- Never
- Sometimes
- Often
- Very often

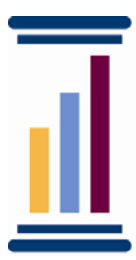




Proactive Advising

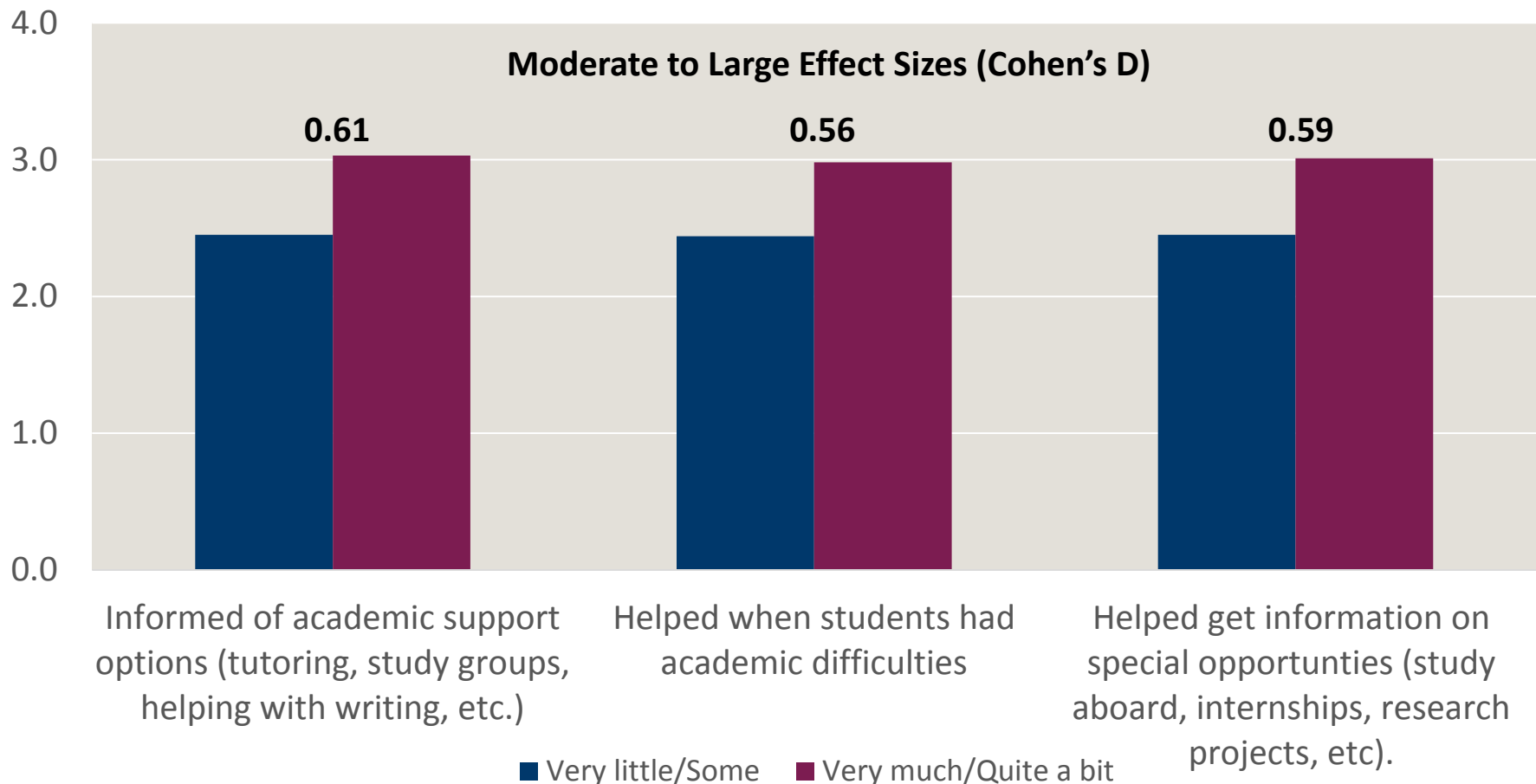
First-Year Students Who Felt Their Advisors Helped to Navigate Inst. Policies, Deadlines, & Course Information

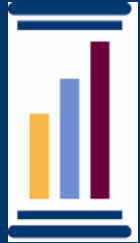




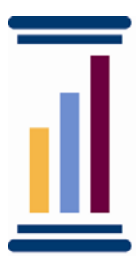
Perceived Learning Gains

Seniors' Perceived Gains in Being an Informed and Active Citizen



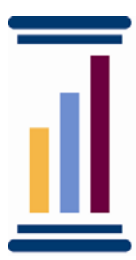


Additional Resources



Additional Examples

- NSSE 2014 Annual Results
- Quick Search on [NSSE web site](#)
 - Recent conference papers
 - Effective Advising: How Academic Advising Influences Student Learning Outcomes in Different Institutional Contexts
 - Seeking Advice: An Exploratory Analysis of How Often First-Year Students Meet with Advisors



Helpful Readings

Baxter Magolda, M. B., & King, P. M. (2008). Toward reflective conversations: An advising approach that promotes self-authorship. *Peer Review*, 10(1).

Campbell, S. M. & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement, *Peer Review*, 10(1).

Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25(2), 65-73.

NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. [Retrieved from NACADA Clearinghouse of Academic Advising Resources Web Site](#)

Pizzolato, J. E. (2008). Advisor, teacher, partner: Using the learning partnerships model to reshape academic advising: *About Campus*, 13(1), 18-25.

Robbins, R. (2014). AAC&U's integrative liberal learning and the CAS Standards: Advising for a 21st century liberal education. *NACADA Journal*, 34(2), 26-31.

Rust, M. M. (2011). The utility of liberal education: Concepts and arguments for use in academic advising . *NACADA Journal* 31(1), 5-13.

Questions? Share Your Story?

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Center for Postsecondary Research

