Overview of NSSE’s Academic Advising Topical Module

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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 (Campbell & Nutt, 2008)
Making Sense of the Curriculum

• Lowenstein (2005):
  – Advisor's work is central to enhancing a student’s education
  – When advisors take 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
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
   0  0  0  0  0  0  0

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

   a. Been available when needed
   b. Listened closely to your concerns and questions
   c. Informed you of important deadlines
   d. Helped you understand academic rules and policies
   e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)
   f. Provided useful information about courses
   g. Helped you when you had academic difficulties
   h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)
   i. Discussed your career interests and post-graduation plans

   Very Much  Quite a bit  Some  Very little  Not applicable
   0  0  0  0  0
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
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
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
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.

<table>
<thead>
<tr>
<th>Group label</th>
<th>Academic Advising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date submitted</td>
<td>6/23/14</td>
</tr>
<tr>
<td>How was this</td>
<td>Your institution customized this group by selecting</td>
</tr>
<tr>
<td>comparison group</td>
<td>institutional characteristics as follows:</td>
</tr>
<tr>
<td>constructed?</td>
<td>Sector (Pub); Basic Classification (Master's L)</td>
</tr>
<tr>
<td>Group description</td>
<td>Public, Carnegie-classified Master's Large Universities.</td>
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</tbody>
</table>
### First-Year Students

#### Frequency Distributions

<table>
<thead>
<tr>
<th>Item wording or description</th>
<th>Variable name</th>
<th>Values</th>
<th>Response options</th>
<th>NSSEville State Count</th>
<th>%</th>
<th>Academic Advising Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>ADV01</td>
<td>0</td>
<td>0</td>
<td>112</td>
<td>21</td>
<td>962</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>149</td>
<td>25</td>
<td>2,986</td>
<td>26</td>
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<tr>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>156</td>
<td>22</td>
<td>3,614</td>
<td>31</td>
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<td></td>
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<td>3</td>
<td>3</td>
<td>105</td>
<td>15</td>
<td>1,967</td>
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<td></td>
<td></td>
<td>4</td>
<td>4</td>
<td>60</td>
<td>9</td>
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<td></td>
<td></td>
<td>5</td>
<td>5</td>
<td>26</td>
<td>4</td>
<td>308</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>6</td>
<td>6 or more</td>
<td>26</td>
<td>5</td>
<td>558</td>
<td>5</td>
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<td>Total</td>
<td></td>
<td>634</td>
<td>100</td>
<td>11,255</td>
<td>100</td>
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</table>

#### Statistical Comparisons

<table>
<thead>
<tr>
<th>NSSEville State Mean</th>
<th>Academic Advising Mean</th>
<th>Effect size</th>
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</thead>
<tbody>
<tr>
<td>2.0</td>
<td>2.2 **</td>
<td>-.13</td>
</tr>
</tbody>
</table>
## NSSE 2014 Academic Advising

### Detailed Statistics

**NSSEville State University**

### Seniors

<table>
<thead>
<tr>
<th>Variable name</th>
<th>N</th>
<th>Mean</th>
<th>Standard error</th>
<th>Standard deviation</th>
<th>DF</th>
<th>Sig.</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NSSEville State</td>
<td>Academic Advising</td>
<td>NSSEville State</td>
<td>Academic Advising</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADV01</td>
<td>882</td>
<td>2.38</td>
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<td>1.80</td>
<td>17,021</td>
<td>.031</td>
<td>.07</td>
</tr>
<tr>
<td>ADV02a</td>
<td>791</td>
<td>3.00</td>
<td>.03</td>
<td>0.93</td>
<td>894</td>
<td>.095</td>
<td>.06</td>
</tr>
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<td>ADV02b</td>
<td>774</td>
<td>3.05</td>
<td>.04</td>
<td>0.98</td>
<td>15,448</td>
<td>.045</td>
<td>.07</td>
</tr>
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<td>ADV02c</td>
<td>783</td>
<td>2.67</td>
<td>.04</td>
<td>1.06</td>
<td>876</td>
<td>.046</td>
<td>-.07</td>
</tr>
<tr>
<td>ADV02d</td>
<td>734</td>
<td>2.65</td>
<td>.04</td>
<td>1.06</td>
<td>820</td>
<td>.634</td>
<td>-.02</td>
</tr>
<tr>
<td>ADV02e</td>
<td>709</td>
<td>2.44</td>
<td>.04</td>
<td>1.07</td>
<td>797</td>
<td>.866</td>
<td>-.01</td>
</tr>
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<td>ADV02f</td>
<td>772</td>
<td>2.70</td>
<td>.04</td>
<td>1.04</td>
<td>863</td>
<td>.168</td>
<td>-.05</td>
</tr>
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<td>ADV02g</td>
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<td>12,934</td>
<td>.436</td>
<td>.03</td>
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<td>ADV02h</td>
<td>679</td>
<td>2.50</td>
<td>.04</td>
<td>1.13</td>
<td>764</td>
<td>.445</td>
<td>.03</td>
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<tr>
<td>ADV02i</td>
<td>745</td>
<td>2.51</td>
<td>.04</td>
<td>1.10</td>
<td>839</td>
<td>.981</td>
<td>.00</td>
</tr>
</tbody>
</table>
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

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

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

<table>
<thead>
<tr>
<th>Action</th>
<th>FY Predict</th>
<th>FY Prefer</th>
<th>FY Actual</th>
<th>Area of Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Been available when needed</td>
<td>2.5</td>
<td>4</td>
<td>2.5</td>
<td>😞</td>
</tr>
<tr>
<td>b. Listened closely to your concerns and questions</td>
<td>2.5</td>
<td>4</td>
<td>3.0</td>
<td>😞</td>
</tr>
<tr>
<td>i. Discussed career interests and post-graduation plans</td>
<td>1.5</td>
<td>2.5</td>
<td>2.4</td>
<td>😊</td>
</tr>
</tbody>
</table>
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](#)
<table>
<thead>
<tr>
<th>Primary Source of Advice</th>
<th>Rarely(^a) met with advisor</th>
<th>Met with advisor at least twice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends or other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisor(s) assigned to you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty or staff not formally assigned as an advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not seek academic advice this year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Website, catalog, or other published sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic advisor(s) available to any student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online advising system (degree progress report, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other source</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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”.

Source: [NSSE Annual Results 2014](https://nsse.iub.edu/annualresults/2014)
### Table 4. Percentage of First-Year Students’ Primary Sources of Advice by Number of Meetings with an Academic Advisor

<table>
<thead>
<tr>
<th>Primary Source of Advice</th>
<th>Rarely* met with advisor</th>
<th>Met with advisor at least twice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Members</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Friends or other students</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Academic advisor(s) assigned to you</td>
<td>16%</td>
<td><strong>41%</strong></td>
</tr>
<tr>
<td>Faculty or staff not formally assigned as an advisor</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>I did not seek academic advice this year</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Website, catalog, or other published sources</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Academic advisor(s) available to any student</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Online advising system (degree progress report, etc.)</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Other source</td>
<td>2%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

Source: [NSSE Annual Results 2014](https://nsse.iu.edu)
First-Generation, First-Year Students Who “Plan to Do” a HIP by Level of Help with Getting Information on Special Opportunities

- Study Abroad
- Research with Faculty

<table>
<thead>
<tr>
<th>Level of Help</th>
<th>Study Abroad</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>36.1%</td>
<td>29.4%</td>
</tr>
<tr>
<td>Some</td>
<td>41.2%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>43.6%</td>
<td>39.1%</td>
</tr>
<tr>
<td>Very much</td>
<td>43.6%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
First-Generation, Seniors Who “Have Done or in Progress of Doing” a HIP by Level of Help with Getting Information on Special Opportunities

<table>
<thead>
<tr>
<th>Level</th>
<th>Study Abroad</th>
<th>Research with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>7.6%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Some</td>
<td>10.8%</td>
<td>21.9%</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>12.0%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Very much</td>
<td>14.5%</td>
<td>31.3%</td>
</tr>
</tbody>
</table>
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

- Informed you of important deadlines: 43% Never Reached Out, 68% Sometimes Reached Out, 89% Frequently Reached Out
- Helped you understand academic rules and policies: 41% Never Reached Out, 66% Sometimes Reached Out, 88% Frequently Reached Out
- Provided useful information about courses: 47% Never Reached Out, 70% Sometimes Reached Out, 90% Frequently Reached Out
Seniors’ Perceived Gains in Being an Informed and Active Citizen

Moderate to Large Effect Sizes (Cohen’s D)

- Informed of academic support options (tutoring, study groups, helping with writing, etc.): 0.61
- Helped when students had academic difficulties: 0.56
- Helped get information on special opportunities (study abroad, internships, research projects, etc.): 0.59

Very little/Some

Very much/Quite a bit
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
• NSSE core items
  – High-Impact Practices
  – Student-Faculty Interaction
  – Learning Strategies
  – Key individual items
    • Academic Challenge
    • Time Usage
    • Demographics
    • Academic plans: Major, Degree Expectations


Questions? Share Your Story?

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Indiana University

Center for Postsecondary Research

NSSE national survey of student engagement