



NSSE 2018 Topical Module Report

Academic Advising

Shippensburg University of Pennsylvania

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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	5/9/18
How was this comparison group constructed?	This comparison group contains all other institutions in your system that participated in NSSE 2017 and 2018.
Group description	All other current- and prior-year (if applicable) NSSE institutions sharing your university system who administered module "Academic Advising"

Academic Advising (N=12)

Bloomsburg University of Pennsylvania (Bloomsburg, PA)
 California University of Pennsylvania (California, PA)*
 Clarion University of Pennsylvania (Clarion, PA)
 East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)*
 Edinboro University of Pennsylvania (Edinboro, PA)
 Indiana University of Pennsylvania (Indiana, PA)
 Kutztown University of Pennsylvania (Kutztown, PA)*
 Lock Haven University (Lock Haven, PA)*
 Mansfield University of Pennsylvania (Mansfield, PA)*
 Millersville University of Pennsylvania (Millersville, PA)*
 Slippery Rock University of Pennsylvania (Slippery Rock, PA)*
 West Chester University of Pennsylvania (West Chester, PA)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SHIP		Academic Advising		SHIP	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	18	9	285	8	1.8	2.0 *	-0.16 ▽
		1	1	75	40	1,127	31			
		2	2	57	28	1,203	33			
		3	3	26	14	595	16			
		4	4	9	5	241	7			
		5	5	6	2	83	2			
		6	6 or more	5	2	135	4			
		Total		196	100	3,669	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	22	10	377	10	2.9	2.9	-.02
		2	Some	37	20	735	20			
		3	Quite a bit	60	33	1,234	34			
		4	Very much	61	30	1,161	31			
		—	Not applicable	16	8	170	5			
		Total		196	100	3,677	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	29	13	376	10	2.9	2.9	-.02
		2	Some	28	15	780	22			
		3	Quite a bit	68	36	1,136	32			
		4	Very much	60	31	1,190	32			
		—	Not applicable	11	6	188	5			
		Total		196	100	3,670	100			
c. Informed you of important deadlines	ADV02c	1	Very little	30	14	658	17	2.7	2.7	.03
		2	Some	45	22	771	21			
		3	Quite a bit	53	28	1,018	28			
		4	Very much	53	27	992	27			
		—	Not applicable	15	8	233	6			
		Total		196	100	3,672	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	43	22	618	16	2.6	2.7	-.06
		2	Some	34	16	804	22			
		3	Quite a bit	50	26	1,073	30			
		4	Very much	52	27	920	25			
		—	Not applicable	17	9	257	7			
		Total		196	100	3,672	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	45	22	688	18	2.6	2.6	-.06
		2	Some	40	21	845	23			
		3	Quite a bit	44	22	950	27			
		4	Very much	50	26	898	24			
		—	Not applicable	17	9	290	8			
		Total		196	100	3,671	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SHIP		Academic Advising		SHIP	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Provided useful information about courses	ADV02f	1	Very little	29	13	472	12	2.8	2.8	-.01
		2	Some	44	22	744	20			
		3	Quite a bit	52	26	1,189	33			
		4	Very much	62	33	1,109	30			
		—	Not applicable	9	5	155	4			
		Total		196	100	3,669	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	37	17	637	17	2.7	2.6	.04
		2	Some	34	17	744	21			
		3	Quite a bit	44	23	838	23			
		4	Very much	44	23	825	22			
		—	Not applicable	37	20	625	17			
		Total		196	100	3,669	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	51	25	886	23	2.4	2.4	-.03
		2	Some	33	16	757	21			
		3	Quite a bit	35	18	683	19			
		4	Very much	33	17	661	18			
		—	Not applicable	44	24	677	19			
		Total		196	100	3,664	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	51	26	879	23	2.4	2.4	-.03
		2	Some	43	22	845	23			
		3	Quite a bit	43	21	749	21			
		4	Very much	40	21	777	21			
		—	Not applicable	19	10	409	11			
		Total		196	100	3,659	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	88	45	1,642	43	1.8	1.8	-.05
	_15	2	Sometimes	73	38	1,270	35			
		3	Often	20	10	522	15			
		4	Very often	14	7	230	6			
		Total		195	100	3,664	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	62	33	1,280	35	2.4	2.4	.04
		—	Academic advisor(s) available to any student	6	4	118	3			
		—	Faculty or staff not formally assigned as an advisor	21	11	425	12			
		—	Online advising system (degree progress report, etc.)	3	2	114	3			
		—	Website, catalog, or other published sources	6	2	137	4			
		—	Friends or other students	40	20	628	17			
		—	Family members	37	20	757	20			
		—	Other, please specify:	7	4	73	2			
		—	I did not seek academic advice this year	10	6	136	4			
		Total		192	100	3,668	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SHIP		Academic Advising		SHIP	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
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	40	14	477	12	2.3	2.4	-.10
		1	1	84	27	1,033	23			
		2	2	82	28	1,151	26			
		3	3	33	11	671	15			
		4	4	11	4	380	8			
		5	5	13	4	160	4			
		6	6 or more	38	13	503	12			
		Total		301	100	4,375	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1	Very little	28	9	400	9	3.0	3.0	-.03
		2	Some	51	17	795	18			
		3	Quite a bit	108	36	1,417	33			
		4	Very much	101	33	1,585	36			
		—	Not applicable	14	5	189	4			
		Total		302	100	4,386	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	32	10	480	11	2.9	3.0	-.03
		2	Some	61	20	798	18			
		3	Quite a bit	79	27	1,285	30			
		4	Very much	109	36	1,602	37			
		—	Not applicable	20	7	216	5			
		Total		301	100	4,381	100			
c. Informed you of important deadlines	ADV02c	1	Very little	55	18	806	18	2.6	2.7	-.09
		2	Some	71	24	876	20			
		3	Quite a bit	74	24	1,113	25			
		4	Very much	82	26	1,337	31			
		—	Not applicable	20	7	247	6			
		Total		302	100	4,379	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	57	19	726	16	2.6	2.7 *	-.13 ▽
		2	Some	72	24	929	21			
		3	Quite a bit	71	23	1,135	26			
		4	Very much	71	24	1,195	28			
		—	Not applicable	30	11	391	9			
		Total		301	100	4,376	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	65	21	974	22	2.5	2.5	-.01
		2	Some	67	22	943	21			
		3	Quite a bit	65	22	920	21			
		4	Very much	64	21	969	22			
		—	Not applicable	41	14	572	13			
		Total		302	100	4,378	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the endnotes page for the key to triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				SHIP		Academic Advising		SHIP	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Provided useful information about courses	ADV02f	1	Very little	40	13	661	15	2.8	2.8	.01
		2	Some	65	23	866	19			
		3	Quite a bit	79	26	1,258	29			
		4	Very much	99	33	1,375	32			
		—	Not applicable	19	6	217	5			
			Total	302	100	4,377	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	58	19	725	16	2.6	2.7	-.08
		2	Some	55	19	732	17			
		3	Quite a bit	57	19	898	21			
		4	Very much	80	27	1,207	28			
		—	Not applicable	50	17	818	19			
			Total	300	100	4,380	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	63	20	973	22	2.6	2.6	.04
		2	Some	56	20	758	17			
		3	Quite a bit	58	20	858	19			
		4	Very much	80	26	1,073	25			
		—	Not applicable	42	14	714	17			
			Total	299	100	4,376	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	56	17	948	22	2.7	2.6	.04
		2	Some	72	25	892	20			
		3	Quite a bit	59	19	923	21			
		4	Very much	91	30	1,289	29			
		—	Not applicable	23	8	316	8			
			Total	301	100	4,368	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04	1	Never	136	47	1,820	41	1.8	1.9 *	-.14
	_15	2	Sometimes	102	33	1,423	32			
		3	Often	35	12	735	17			
		4	Very often	27	8	386	9			
			Total	300	100	4,364	100			
4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)										
	ADV03	—	Academic advisor(s) assigned to you	95	32	1,523	35			
		—	Academic advisor(s) available to any student	15	5	192	5			
		—	Faculty or staff not formally assigned as an advisor	68	21	912	21			
		—	Online advising system (degree progress report, etc.)	28	10	278	6			
		—	Website, catalog, or other published sources	10	4	189	4			
		—	Friends or other students	31	11	476	10			
		—	Family members	30	10	445	10			
		—	Other, please specify:	14	5	123	3			
		—	I did not seek academic advice this year	10	3	227	6			
			Total	301	100	4,365	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	SHIP	SHIP	Academic Advising	SHIP	Academic Advising	SHIP	Academic Advising			
ADV01	188	1.82	2.04	.09	.03	1.29	1.36	2,632	.036	-.16
ADV02a	173	2.89	2.91	.07	.02	0.98	0.97	2,511	.764	-.02
ADV02b	176	2.90	2.91	.08	.02	1.01	0.98	2,494	.841	-.02
ADV02c	173	2.74	2.70	.08	.02	1.05	1.08	2,460	.660	.03
ADV02d	171	2.63	2.69	.09	.02	1.15	1.05	192	.517	-.06
ADV02e	171	2.56	2.63	.09	.02	1.14	1.07	193	.466	-.06
ADV02f	178	2.84	2.85	.08	.02	1.06	1.00	2,517	.933	-.01
ADV02g	150	2.65	2.61	.09	.02	1.11	1.09	2,177	.663	.04
ADV02h	143	2.36	2.39	.10	.02	1.16	1.11	2,131	.716	-.03
ADV02i	169	2.42	2.45	.09	.02	1.14	1.11	2,332	.747	-.03
ADV04_15	186	1.79	1.84	.07	.02	0.89	0.90	2,627	.498	-.05

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		SHIP	Academic Advising	SHIP	Academic Advising	SHIP	Academic Advising			
ADV01	297	2.25	2.43	.11	.03	1.85	1.78	4,205	.100	-.10
ADV02a	284	2.98	3.01	.06	.02	0.96	0.97	4,030	.666	-.03
ADV02b	277	2.95	2.97	.06	.02	1.02	1.01	3,984	.653	-.03
ADV02c	277	2.64	2.73	.07	.02	1.09	1.11	3,955	.164	-.09
ADV02d	266	2.58	2.72	.07	.02	1.09	1.08	3,820	.037	-.13
ADV02e	256	2.50	2.51	.07	.02	1.11	1.13	3,648	.866	-.01
ADV02f	281	2.83	2.82	.06	.02	1.06	1.06	3,987	.838	.01
ADV02g	245	2.64	2.73	.07	.02	1.15	1.13	3,415	.231	-.08
ADV02h	254	2.61	2.56	.07	.02	1.15	1.17	3,496	.582	.04
ADV02i	273	2.67	2.63	.07	.02	1.12	1.16	3,863	.519	.04
ADV04_15	296	1.80	1.94	.05	.02	0.93	0.97	4,194	.025	-.14

Endnotes

- a. Column percentages are weighted by institution-reported sex 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 institution-reported sex 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 ; z -tests use Cohen's h .
- e. Statistics are weighted by institution-reported sex 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 N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

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.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.