



NSSE 2018 Topical Module Report

Academic Advising

The University of Texas at Arlington

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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	5/2/18
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (Doc/Highest)
Group description	All other current- and prior-year NSSE institutions who administered module "Academic Advising" and share Carnegie Classification (Doc/Highest)

Academic Advising (N=17)

Boston University (Boston, MA)
 Florida International University (Miami, FL)
 George Mason University (Fairfax, VA)
 George Washington University (Washington, DC)
 Indiana University Bloomington (Bloomington, IN)
 University at Albany, SUNY, The (Albany, NY)*
 University of Central Florida (Orlando, FL)*
 University of Connecticut (Storrs, CT)
 University of Houston (Houston, TX)
 University of Illinois at Chicago (Chicago, IL)*
 University of Kansas (Lawrence, KS)
 University of Kentucky (Lexington, KY)
 University of Massachusetts Amherst (Amherst, MA)*
 University of Oregon (Eugene, OR)*
 University of Texas at Dallas, The (Richardson, TX)
 University of Wisconsin-Milwaukee (Milwaukee, WI)*
 Virginia Commonwealth University (Richmond, VA)*

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Academic Advising		UTA	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		18	6	1,267	8	2.0	2.3 ***	-17
		1 1		88	28	3,694	23			
		2 2		129	40	4,985	32			
		3 3		55	17	3,138	21			
		4 4		19	6	1,336	9			
		5 5		4	1	398	3			
		6 6 or more		7	2	629	4			
		Total		320	100	15,447	100			
2. During the current school year, to what extent have your academic advisors done the following?										
a. Been available when needed	ADV02a	1 1	Very little	36	11	1,130	8	2.7	3.0 ***	-28
		2 2	Some	93	29	3,139	20			
		3 3	Quite a bit	96	30	5,617	36			
		4 4	Very much	76	24	4,759	31			
		—	Not applicable	18	6	836	5			
		Total		319	100	15,481	100			
b. Listened closely to your concerns and questions	ADV02b	1 1	Very little	29	9	1,063	7	2.8	3.0 ***	-27
		2 2	Some	83	26	2,968	19			
		3 3	Quite a bit	108	34	5,285	34			
		4 4	Very much	75	23	5,097	34			
		—	Not applicable	24	8	1,058	6			
		Total		319	100	15,471	100			
c. Informed you of important deadlines	ADV02c	1 1	Very little	61	19	1,863	12	2.5	2.8 ***	-28
		2 2	Some	89	29	3,382	22			
		3 3	Quite a bit	83	26	4,883	31			
		4 4	Very much	68	22	4,371	29			
		—	Not applicable	15	5	967	6			
		Total		316	100	15,466	100			
d. Helped you understand academic rules and policies	ADV02d	1 1	Very little	56	18	1,765	11	2.6	2.8 ***	-24
		2 2	Some	86	27	3,585	23			
		3 3	Quite a bit	90	28	4,908	32			
		4 4	Very much	69	22	4,038	27			
		—	Not applicable	16	5	1,163	7			
		Total		317	100	15,459	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1 1	Very little	56	18	2,120	14	2.6	2.7 **	-16
		2 2	Some	78	25	3,661	23			
		3 3	Quite a bit	94	30	4,573	29			
		4 4	Very much	65	20	3,843	26			
		—	Not applicable	22	7	1,259	8			
		Total		315	100	15,456	100			
f. Provided useful information about courses	ADV02f	1 1	Very little	51	16	1,586	10	2.6	2.9 ***	-23
		2 2	Some	81	26	3,353	21			
		3 3	Quite a bit	97	30	5,103	33			
		4 4	Very much	76	24	4,599	30			
		—	Not applicable	12	4	823	5			
		Total		317	100	15,464	100			
g. Helped you when you had academic difficulties	ADV02g	1 1	Very little	59	18	2,263	15	2.4	2.7 **	-21
		2 2	Some	81	26	3,211	20			
		3 3	Quite a bit	63	20	3,629	23			
		4 4	Very much	52	16	3,371	22			
		—	Not applicable	63	20	2,969	20			
		Total		318	100	15,443	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Academic Advising		UTA	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	88	27	2,714	18	2.2	2.6 ***	-0.36
		2	Some	78	25	3,494	22			
		3	Quite a bit	57	18	3,655	23			
		4	Very much	36	11	3,140	21			
		—	Not applicable	58	19	2,436	16			
Total				317	100	15,439	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	108	34	3,041	20	2.1	2.5 ***	-0.40
		2	Some	71	23	3,731	24			
		3	Quite a bit	48	15	3,492	22			
		4	Very much	41	13	3,220	21			
		—	Not applicable	49	16	1,925	12			
Total				317	100	15,409	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	135	43	5,814	38	1.8	1.9 **	-0.17
		2	Sometimes	130	41	5,849	38			
		3	Often	32	10	2,634	17			
		4	Very often	18	6	1,118	7			
		—	Total	315	100	15,415	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	96	30	6,010	39			
		—	Academic advisor(s) available to any student	52	17	1,435	10			
		—	Faculty or staff not formally assigned as an advisor	13	4	862	6			
		—	Online advising system (degree progress report, etc.)	13	4	744	5			
		—	Website, catalog, or other published sources	24	8	857	6			
		—	Friends or other students	50	16	2,480	15			
		—	Family members	45	14	2,168	14			
		—	Other, please specify:	8	2	291	2			
		—	I did not seek academic advice this year	14	5	573	4			
		Total				315	100	15,420	100	

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Academic Advising		UTA	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	385	22	3,058	14	1.8	2.1 ***	-.21
		1	1	501	29	5,618	27			
		2	2	423	25	5,676	27			
		3	3	188	11	3,031	15			
		4	4	102	6	1,480	7			
		5	5	30	2	601	3			
		6	6 or more	91	5	1,372	7			
		Total		1,720	100	20,836	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	175	10	2,181	11	2.9	2.9	.00
		2	Some	361	21	4,591	21			
		3	Quite a bit	505	29	6,502	31			
		4	Very much	510	30	6,160	31			
		—	Not applicable	166	10	1,443	6			
		Total		1,717	100	20,877	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	174	10	2,202	11	2.9	2.9	-.01
		2	Some	332	19	4,365	21			
		3	Quite a bit	458	27	6,203	29			
		4	Very much	510	30	6,328	32			
		—	Not applicable	245	14	1,767	8			
		Total		1,719	100	20,865	100			
c. Informed you of important deadlines	ADV02c	1	Very little	235	14	3,494	16	2.8	2.7 ***	.09
		2	Some	323	19	4,612	21			
		3	Quite a bit	446	26	5,537	26			
		4	Very much	526	30	5,606	28			
		—	Not applicable	186	11	1,620	7			
		Total		1,716	100	20,869	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	251	15	3,524	17	2.7	2.6 **	.09
		2	Some	332	19	4,787	22			
		3	Quite a bit	403	23	5,146	24			
		4	Very much	467	27	4,959	25			
		—	Not applicable	263	15	2,432	11			
		Total		1,716	100	20,848	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	390	23	4,946	24	2.4	2.4	.02
		2	Some	320	19	4,733	22			
		3	Quite a bit	325	19	4,110	19			
		4	Very much	322	19	3,866	19			
		—	Not applicable	351	20	3,178	15			
		Total		1,708	100	20,833	100			
f. Provided useful information about courses	ADV02f	1	Very little	295	18	3,728	19	2.7	2.6	.05
		2	Some	328	19	4,807	23			
		3	Quite a bit	438	26	5,401	26			
		4	Very much	440	26	5,040	25			
		—	Not applicable	211	12	1,873	9			
		Total		1,712	100	20,849	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	298	18	4,278	21	2.5	2.5	.04
		2	Some	292	17	3,860	18			
		3	Quite a bit	286	17	3,783	18			
		4	Very much	327	19	4,044	20			
		—	Not applicable	507	29	4,875	24			
		Total		1,710	100	20,840	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UTA		Academic Advising		UTA	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	359	22	4,878	25	2.3	2.4 ***	-.12
		2	Some	208	13	4,152	19			
		3	Quite a bit	182	11	3,957	18			
		4	Very much	219	13	3,941	19			
		—	Not applicable	739	42	3,910	19			
Total				1,707	100	20,838	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	493	30	5,337	27	2.1	2.4 ***	-.22
		2	Some	256	15	4,726	23			
		3	Quite a bit	195	11	3,951	18			
		4	Very much	221	13	4,148	20			
		—	Not applicable	541	31	2,620	13			
Total				1,706	100	20,782	100			
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?										
	ADV04_15	1	Never	741	44	10,404	49	1.9	1.8 ***	.13
		2	Sometimes	566	33	6,624	32			
		3	Often	271	16	2,647	13			
		4	Very often	127	7	1,121	6			
		—	Total	1,705	100	20,796	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	451	27	5,904	30			
		—	Academic advisor(s) available to any student	273	16	2,306	11			
		—	Faculty or staff not formally assigned as an advisor	97	6	2,900	13			
		—	Online advising system (degree progress report, etc.)	297	17	1,910	9			
		—	Website, catalog, or other published sources	95	6	1,389	7			
		—	Friends or other students	162	10	3,019	15			
		—	Family members	114	7	1,615	7			
		—	Other, please specify:	62	4	587	3			
		—	I did not seek academic advice this year	156	9	1,168	5			
		Total				1,707	100	20,798	100	

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^e		Df ^h	Sig. ⁱ	Effect size ^d
	UTA	UTA	Academic Advising	UTA	Academic Advising	UTA	Academic Advising			
	Comparisons with:									
ADV01	321	2.02	2.26	.07	.02	1.18	1.41	363	.001	-.17
ADV02a	301	2.70	2.96	.06	.01	0.97	0.93	325	.000	-.28
ADV02b	295	2.77	3.02	.05	.01	0.94	0.92	320	.000	-.27
ADV02c	301	2.53	2.81	.06	.01	1.05	1.01	326	.000	-.28
ADV02d	301	2.57	2.80	.06	.01	1.04	0.99	325	.000	-.24
ADV02e	293	2.56	2.72	.06	.01	1.04	1.03	6,718	.007	-.16
ADV02f	305	2.64	2.87	.06	.01	1.03	0.99	330	.000	-.23
ADV02g	254	2.43	2.65	.07	.01	1.05	1.07	5,882	.001	-.21
ADV02h	258	2.16	2.55	.06	.01	1.04	1.08	281	.000	-.36
ADV02i	268	2.08	2.52	.07	.01	1.09	1.09	6,383	.000	-.40
ADV04_15	316	1.79	1.94	.05	.01	0.85	0.92	7,295	.003	-.17

Seniors

Variable name	N		Mean		Standard error ^f		Standard deviation ^e		Df ^h	Sig. ⁱ	Effect size ^d
	UTA	Academic Advising	UTA	Academic Advising	UTA	Academic Advising	UTA	Academic Advising			
	Comparisons with:										
ADV01	1,719	2.09	1.76	2.09	.04	.01	1.57	1.61	18,160	.000	-.21
ADV02a	1,553	2.87	2.86	2.87	.03	.01	1.00	1.00	16,996	.962	.00
ADV02b	1,478	2.89	2.87	2.89	.03	.01	1.02	1.01	16,635	.588	-.01
ADV02c	1,531	2.72	2.82	2.72	.03	.01	1.07	1.08	1,857	.001	.09
ADV02d	1,458	2.64	2.74	2.64	.03	.01	1.09	1.08	16,088	.001	.09
ADV02e	1,368	2.39	2.41	2.39	.03	.01	1.14	1.12	15,337	.545	.02
ADV02f	1,506	2.62	2.67	2.62	.03	.01	1.10	1.09	16,562	.062	.05
ADV02g	1,212	2.47	2.52	2.47	.03	.01	1.14	1.15	13,758	.205	.04
ADV02h	993	2.39	2.25	2.39	.04	.01	1.17	1.15	14,304	.000	-.12
ADV02i	1,180	2.36	2.11	2.36	.03	.01	1.15	1.14	15,499	.000	-.22
ADV04_15	1,704	1.75	1.87	1.75	.02	.01	0.93	0.89	18,121	.000	.13

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.