

**Perceptions, Implications, and  
Applications for Advising:  
Findings from the Spring 2020  
NSSE & FSSE Survey**

December 3, 2020

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## Workshop Goals

- 1. To provide an overview of the NSSE and FSSE surveys. (Josh)**
- 2. To share the findings from the surveys. (Danielle)**
- 3. To discuss challenges and opportunities. (Josh & Danielle)**



# NSSE Overview

## A Brief History

- Launched in 2000; Run by the Center for Postsecondary Research at Indiana University since 2003.
- Part of a family of instruments that includes the FSSE and BCSSE.
- 601 colleges and universities participated in NSSE 2020. Over 1,650 have participated since 2000.
- 484,242 students responded to NSSE in 2020. Approximately 6 million students have completed the survey since 2000.
- WP participates every 2 years; first time this year with FSSE included.

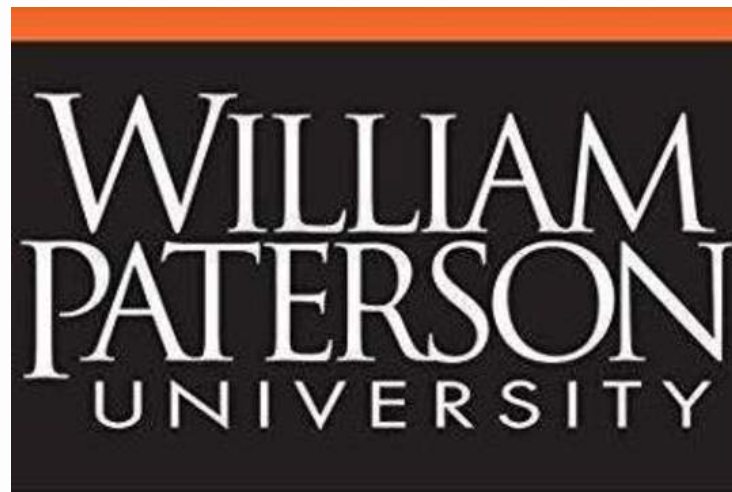


# Survey Specifics and Psychometrics

- Measures empirically confirmed “good practices” in undergraduate education related to achieving positive outcomes (first-year students and seniors surveyed).
- Normed against similar type institutions.
- The core of the NSSE:
  - 10 engagement indicators in 4 meta categories.
  - 5 high impact practices.
- Not a tool that measures student learning, but rather factors that facilitate student learning.
- Solid internal validity & reliability, and predictive validity. For more information, see the [NSSE Psychometric Portfolio](#).

# WP Survey Administration Details

- Deployed Spring 2020 and completed prior to the pandemic.
- NSSE Response Rate for Freshmen: 40%; Seniors: 21% (gender & race/ethnicity of respondents largely mirrored the student population).
- FSSE Response Rate: 43%



# NSSE Advising Module Overview

Examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful. The module complements a question on the core survey about the quality of students' interactions with academic advisors.



***NSSE Question from Core Survey: Indicate the quality of your interactions with academic advisors (1=Poor to 7=Excellent).***

FR: **5.1** (statistically no different from other regional publics)

SR: **4.8** (significantly below other regional publics: 5.2;  $p < .05$ .)

# FSSE Advising Module Overview

Measures extent to which advisors indicate having assisted students in their academic progress and perceptions of the advising process. In other words, examines same items as students except from their perception point of view, although also ask questions related to their skills/abilities with advising.



***FSSE Question from Core Survey: Indicate your perception of the quality of student interactions with academic advisors (1=Poor to 7=Excellent).***

Lower Division Students: **4.2**

Upper Division Students: **4.6**

# Noted NSSE Findings That Differed from other Large Public Master's Institutions (N=58)

	First-Year Students	Seniors
Significantly above peers	<ul style="list-style-type: none"> <li>All 6 items on # of discussions of academic interests with an advisor or other particular support personnel.</li> <li>Reached out to you about your academic progress or performance.</li> <li>Discussed how your major/expected major relates to goals/future plans.</li> <li>Having any advisor accessible to me to develop academic goals and future plans.</li> <li>Student Services staff helped me to develop academic goals and future plans.</li> <li>Success/Academic Coach helped me to develop academic goals and future plans.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

*Note: P-values ranged from <.05 to <.001. No significant item had an effect size above modest, except for 3 that were in the moderate-high range: Number of times I spoke (1) w/ an advisor available to any student about my academics; (2) w/ student services staff about my academics; (3) w/ a success or academic coach.*



# Noted NSSE Findings That Differed from other Large Public Master's Institutions (N=58)

	First-Year Students	Seniors
<b>Significantly below peers</b>	<ul style="list-style-type: none"> <li>• Been available when needed.</li> <li>• Provided prompt and accurate information.</li> <li>• Provided information on learning support services.</li> <li>• Respected your identity and culture.</li> <li>• Cared about your overall well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Been available when needed.</li> <li>• Provided information on learning support services.</li> <li>• Someone at the institution talked with me about my academic goals and future plans.</li> <li>• Someone at the institution talked with me about special opportunities (study abroad, internships, service learning, research, etc.).</li> <li>• Someone at the institution talked with me about co-curricular activities.</li> </ul>

*Note: P-values ranged from <.05 to <.001. No significant item had an effect size above modest, except for 1 that was in the moderate-high range: Someone at the institution talked with me about special opportunities (study abroad, internships, service learning, research, etc.).*

# Top 5 Highest and Lowest Rated Items on the FSSE – Lower Division

	5 Highest Rated	5 Lowest Rated
<b>Lower Division</b>	<p><i>Very important or important to...</i></p> <ol style="list-style-type: none"> <li>1. provide prompt and accurate information. (100%)</li> <li>2. Actively listen to student concerns. (100%)</li> <li>3. Respect student identities and cultures. (100%)</li> <li>4. Care about students' overall well-being. (100%)</li> <li>5. Be available when needed (95%)</li> </ol>	<p><i>Advisee discussed the following with me very often or often...</i></p> <ol style="list-style-type: none"> <li>1. Participation in co-curricular activities. (15%)</li> <li>2. Resources for their well-being. (20%)</li> <li>3. Special opportunities such as study abroad, internships, service-learning, research, etc. (45%)</li> <li>4. How their major or expected major related to their goals and future plans. (55%)</li> <li>5. Their academic goals and future plans. (65%)</li> </ol>

*FYI Reminder:* Most 1<sup>st</sup> year students have a professional advisor; most 2<sup>nd</sup> year students have a faculty advisor. Responses are from faculty, not professional advisors.

# Top 5 Highest and Lowest Rated Items on the FSSE – Upper Division

	5 Highest Rated	5 Lowest Rated
<b>Upper Division</b>	<p><i>Very important or important to...</i></p> <ol style="list-style-type: none"> <li>1. Actively listen to student concerns. (100%)</li> <li>2. Care about students' overall well-being. (100%)</li> <li>3. Provide prompt and accurate information. (98%)</li> <li>4. Respect student identities and cultures. (98%)</li> <li>5. Be available when needed (94%)</li> </ol>	<p><i>Advisee discussed the following with me very often or often...</i></p> <ol style="list-style-type: none"> <li>1. Participation in co-curricular activities. (32%)</li> <li>2. Resources for their well-being. (39%)</li> <li>3. Special opportunities such as study abroad, internships, service-learning, research, etc. (47%)</li> </ol> <p><i>Very important or important to...</i></p> <ol style="list-style-type: none"> <li>4. Ask questions about students' educational background and needs. (81%)</li> <li>5. Follow-up with students regarding something you recommended. (83%)</li> </ol>

# Top 5 Highest Differences Between Student (NSSE) and Faculty Perceptions (FSSE)

<b>First-Year Students - NSSE</b> <b>Lower Division – FSSE</b> (Very Much & Quite a Bit / Very Imp & Imp)	<b>Seniors - NSSE</b> <b>Upper Division – FSSE</b> (Very Much & Quite a Bit / Very Imp & Imp)
1. Actively listens to student concerns. (51% vs. 100%)	1. Actively listens to student concerns. (50% vs. 100%)
2. Cares about student overall well-being. (54% vs. 100%)	2. Ask questions about educational background and needs. (33% vs. 81%)
3. Provides prompt and accurate information. (56% vs. 100%)	3. Discussed student academic goals and future plans. (36% vs. 84%)
4. Ask questions about educational background and needs. (37% vs. 80%)	4. Cares about student overall well-being. (53% vs. 100%)
5. Available when needed. (53% vs. 95%)	5. Follows up with students regarding something advisor recommended. (36% vs. 83%)

# Representative Student Comments

## **Theme 1: Different expectations, by level, regarding the advisement relationship**

“My Will.Power teacher. He actually shows concern for his students.” (Freshmen, FT, Female)

“Student Advisor addresses my concerns and is very helpful when any situation or misunderstandings.” (Freshmen, FT, Male)

“They are paid based on how well US STUDENTS are able to teach ourselves. I’ve never met an advisor that actually gave a damn about us students or our opinions on how to help us improve.” (Senior, FT, Female).

“My advisor has been a very helpful and wonderful advisor. He’s always willing to speak online or on campus about concerns regarding classes, registrations and even a minor. A professor was also a big help. He’s always available to give professional advice and he was a big part of encouraging you to have an internship class, which is an invaluable resource to the students.” (Senior, FT, Female)

# Representative Student Comments

## **Theme 2: Blended view of support services often combining advisement and tutoring**

“The SEC! I love, love, love there. I go to about 8 SEC sessions per week and the students and faculty that pass through here are so helpful and I frequently seek their advice regarding my nursing major and academic career. It has really helped me so much and is a very big part of achieving all A’s in my science classes. One of the student’s here is also my “unofficial” advisor” she is very helpful and a Dean’s student who is also a nursing major.” (Freshmen, FT, Female)

“My tutors (who are often the same major).” (Freshmen, FT, Female)

“Academic Success Center.” (Freshmen, FT, Male)

## Theme 3: Communication and Support Networks Matter

“Advisor, telling me to do my best and be on top of all my work and to also keep up the good work and to not give up and to keep checking in with them.” (Freshmen, FT, Male)

“I had 2 academic advisors and the first one was good when I was undeclared. She helped me talk about what I wanted to do and actively listened to my concerns. The second one doesn’t even listen and is very unhelpful.” (Senior, FT, Female)

“My parents because they help me try to have time to complete homework but also they agree with me that the class I take should be related to my degree rather than all the random ones I have to take as requirements. Like I do not need to take college level Animal BIO to teach preschoolers.” (Female, FT, Female)

“No one. It would have been nice to have that conversations” (Senior, PT, Female)

“Advisor assigned to me was willing to meet with me at any time we were available to discuss whatever concerns or questions I have” (Freshmen, FT, Female)

“Truly I have done much of the advising for myself using the degree works” (Senior, FT, Male)

## Discussion Questions

1. **What jumped out to you from your own experience?**
2. **What might explain the differences in perspective between faculty and students with regard to advising?**
3. **What do students most need from their advisor?**
4. **What can/should individual advisors do in light of findings?**
5. **What can/should colleges and the University do in light of the findings?**





## Why it matters...

**"BY APPROACHING EVERY SITUATION WITH THE LENS THAT EVERY STUDENT CAN BE SUCCESSFUL AND THAT EVERY STUDENT HAS STRENGTHS, WE BREAK THE MOLD THAT PIGEONHOLES STUDENTS INTO WHAT THEIR K-12 EXPERIENCE MAY HAVE BEEN."**

*Source:* [The Use of Appreciative Advising.](#)