



NSSE 2018 Topical Module Report

Academic Advising

Northern Michigan University

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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 'Crgie Size-Setting' column of this report.

Group label	Crgie Size-Setting
Date submitted	5/3/18
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Size & Setting (M 4yr resid)
Group description	Carnegie Size & Setting* - M4/R: Four-year, medium, primarily residential

Crgie Size-Setting (N=49)

Albany State University (Albany, GA)*	Point Park University (Pittsburgh, PA)*
Bloomsburg University of Pennsylvania (Bloomsburg, PA)	Shippensburg University of Pennsylvania (Shippensburg, PA)
Bowie State University (Bowie, MD)*	Slippery Rock University of Pennsylvania (Slippery Rock, PA)*
Bridgewater State University (Bridgewater, MA)*	Southern Connecticut State University (New Haven, CT)*
California University of Pennsylvania (California, PA)*	St. Edward's University (Austin, TX)*
Clarion University of Pennsylvania (Clarion, PA)	SUNY-Buffalo State College (Buffalo, NY)*
College at Brockport, SUNY, The (Brockport, NY)*	Truman State University (Kirksville, MO)
College of Saint Rose, The (Albany, NY)*	University of Bridgeport (Bridgeport, CT)
Concordia University (Portland, OR)*	University of Indianapolis (Indianapolis, IN)
Drury University (Springfield, MO)	University of Maine (Orono, ME)*
East Stroudsburg University of Pennsylvania (East Stroudsburg, PA)*	University of Redlands (Redlands, CA)
Fayetteville State University (Fayetteville, NC)	University of South Dakota (Vermillion, SD)
Fitchburg State University (Fitchburg, MA)*	University of Texas at Tyler, The (Tyler, TX)
Florida A&M University (Tallahassee, FL)*	University of West Alabama (Livingston, AL)
Florida Institute of Technology (Melbourne, FL)*	University of Wisconsin-Eau Claire (Eau Claire, WI)*
Gannon University (Erie, PA)*	Valdosta State University (Valdosta, GA)*
Georgia College & State University (Milledgeville, GA)*	Wayne State College (Wayne, NE)
Henderson State University (Arkadelphia, AR)	Wentworth Institute of Technology (Boston, MA)
Jackson State University (Jackson, MS)	Western Oregon University (Monmouth, OR)*
Kutztown University of Pennsylvania (Kutztown, PA)*	
Lewis University (Romeoville, IL)*	
Lincoln Memorial University (Harrogate, TN)	
Lock Haven University (Lock Haven, PA)*	
Michigan Technological University (Houghton, MI)	
Middle Georgia State University (Macon, GA)*	
Millersville University of Pennsylvania (Millersville, PA)*	
Minnesota State University Moorhead (Moorhead, MN)*	
Murray State University (Murray, KY)	
North Carolina Agricultural & Technical State University (Greensboro, NC)*	
Plymouth State University (Plymouth, NH)*	

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	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	6	2	710	7	2.4	2.2	.11
		1	1	41	19	2,743	26			
		2	2	104	45	3,319	31			
		3	3	40	17	2,061	20			
		4	4	20	8	878	8			
		5	5	9	4	353	3			
		6	6 or more	13	5	586	5			
			Total	233	100	10,650	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	17	7	881	8	3.0	2.9	.05
		2	Some	48	22	2,173	21			
		3	Quite a bit	84	34	3,801	36			
		4	Very much	78	34	3,371	31			
		—	Not applicable	6	3	433	4			
			Total	233	100	10,659	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	13	5	928	9	3.1	2.9 *	.17
		2	Some	42	18	2,075	19			
		3	Quite a bit	82	38	3,634	34			
		4	Very much	92	38	3,515	32			
		—	Not applicable	4	2	505	5			
			Total	233	100	10,657	100			
c. Informed you of important deadlines	ADV02c	1	Very little	24	10	1,530	14	3.0	2.8 **	.17
		2	Some	43	20	2,198	20			
		3	Quite a bit	80	34	3,291	31			
		4	Very much	83	35	3,127	29			
		—	Not applicable	2	1	514	5			
			Total	232	100	10,660	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	18	7	1,491	14	3.0	2.7 **	.21
		2	Some	56	24	2,371	22			
		3	Quite a bit	73	33	3,364	32			
		4	Very much	76	32	2,774	25			
		—	Not applicable	8	4	652	7			
			Total	231	100	10,652	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	29	11	1,667	15	2.9	2.7 *	.17
		2	Some	52	23	2,426	23			
		3	Quite a bit	71	31	3,095	30			
		4	Very much	73	33	2,787	26			
		—	Not applicable	8	3	675	7			
			Total	233	100	10,650	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		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	22	9	1,279	12	3.0	2.8 *	.15
		2	Some	43	19	2,273	21			
		3	Quite a bit	84	35	3,484	33			
		4	Very much	80	35	3,210	30			
		—	Not applicable	4	2	404	4			
		Total		233	100	10,650	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	33	15	1,658	16	2.8	2.7	.09
		2	Some	39	18	2,173	20			
		3	Quite a bit	59	26	2,650	25			
		4	Very much	60	26	2,488	23			
		—	Not applicable	41	16	1,676	16			
		Total		232	100	10,645	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	46	19	2,213	21	2.5	2.5	.03
		2	Some	50	23	2,279	21			
		3	Quite a bit	54	22	2,337	22			
		4	Very much	45	20	2,118	20			
		—	Not applicable	37	15	1,688	17			
		Total		232	100	10,635	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	38	15	2,303	22	2.7	2.5 *	.16
		2	Some	60	26	2,582	24			
		3	Quite a bit	68	30	2,433	23			
		4	Very much	53	23	2,270	21			
		—	Not applicable	13	5	1,042	11			
		Total		232	100	10,630	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	72	30	3,859	36	2.1	2.0 *	.14
		2	Sometimes	88	38	3,904	37			
		3	Often	46	21	1,919	18			
		4	Very often	25	11	947	9			
		—	Not applicable	13	5	1,042	11			
		Total		231	100	10,629	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	110	47	4,132	38	2.1	2.0 *	.14
		—	Academic advisor(s) available to any student	6	2	498	5			
		—	Faculty or staff not formally assigned as an advisor	20	8	1,089	10			
		—	Online advising system (degree progress report, etc.)	10	4	365	3			
		—	Website, catalog, or other published sources	8	3	392	4			
		—	Friends or other students	26	11	1,605	15			
		—	Family members	40	17	1,849	17			
		—	Other, please specify:	7	3	220	2			
		—	I did not seek academic advice this year	6	3	473	5			
		Total		233	100	10,623	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		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	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	104	25	1,459	12	2.1	2.4 ***	-0.18
		1	1	92	21	2,759	22			
		2	2	91	20	3,178	26			
		3	3	48	11	2,009	16			
		4	4	26	6	1,055	8			
		5	5	18	5	450	3			
		6	6 or more	46	11	1,528	12			
			Total	425	100	12,438	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	7	1,110	9	3.1	3.0 *	.14
		2	Some	59	14	2,359	19			
		3	Quite a bit	126	30	3,850	31			
		4	Very much	158	38	4,604	36			
		—	Not applicable	51	12	524	5			
			Total	422	100	12,447	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	27	6	1,259	10	3.1	3.0	.09
		2	Some	61	14	2,169	18			
		3	Quite a bit	124	30	3,493	28			
		4	Very much	148	34	4,819	38			
		—	Not applicable	65	16	693	6			
			Total	425	100	12,433	100			
c. Informed you of important deadlines	ADV02c	1	Very little	70	15	2,101	17	2.7	2.8	-.03
		2	Some	68	16	2,409	19			
		3	Quite a bit	100	24	3,273	26			
		4	Very much	109	26	3,963	32			
		—	Not applicable	76	19	686	6			
			Total	423	100	12,432	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	56	13	2,089	17	2.7	2.7	.04
		2	Some	81	19	2,586	21			
		3	Quite a bit	97	23	3,057	24			
		4	Very much	105	25	3,557	28			
		—	Not applicable	86	21	1,144	10			
			Total	425	100	12,433	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	83	19	2,670	21	2.5	2.5	.03
		2	Some	78	18	2,816	23			
		3	Quite a bit	92	22	2,485	20			
		4	Very much	82	20	2,864	23			
		—	Not applicable	91	22	1,593	13			
			Total	426	100	12,428	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		
				NMU		Crngie Size-Setting		NMU	Crngie Size-Setting	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	44	10	1,787	15	3.0	2.8 **	.14
		2	Some	67	15	2,582	21			
		3	Quite a bit	121	28	3,423	27			
		4	Very much	132	31	3,931	31			
		—	Not applicable	61	15	714	6			
		Total		425	100	12,437	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	52	12	1,998	16	2.8	2.7	.10
		2	Some	62	14	2,198	18			
		3	Quite a bit	88	20	2,578	20			
		4	Very much	107	25	3,467	27			
		—	Not applicable	115	28	2,193	18			
		Total		424	100	12,434	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	78	18	2,671	22	2.6	2.6	.04
		2	Some	75	17	2,288	18			
		3	Quite a bit	75	17	2,326	18			
		4	Very much	96	23	3,080	24			
		—	Not applicable	101	24	2,061	17			
		Total		425	100	12,426	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	59	14	2,750	22	2.8	2.6 **	.17
		2	Some	83	20	2,556	21			
		3	Quite a bit	84	19	2,448	19			
		4	Very much	128	30	3,585	28			
		—	Not applicable	70	18	1,054	9			
		Total		424	100	12,393	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	193	45	4,944	40	1.8	2.0 **	-0.14
	_15	2	Sometimes	146	34	4,094	33			
		3	Often	53	12	2,114	17			
		4	Very often	32	8	1,247	10			
		—	Not applicable	70	18	1,054	9			
		Total		424	100	12,399	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	128	30	4,751	38			
		—	Academic advisor(s) available to any student	14	3	658	6			
		—	Faculty or staff not formally assigned as an advisor	92	22	2,377	19			
		—	Online advising system (degree progress report, etc.)	37	9	715	6			
		—	Website, catalog, or other published sources	15	4	478	4			
		—	Friends or other students	45	10	1,267	10			
		—	Family members	38	9	1,105	9			
		—	Other, please specify:	18	4	432	4			
		—	I did not seek academic advice this year	34	9	627	5			
		Total		421	100	12,410	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	NMU	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting			
ADV01	228	2.41	2.25	.09	.01	1.32	1.45	12,147	.090	.11
ADV02a	222	2.98	2.93	.06	.01	0.93	0.94	11,617	.429	.05
ADV02b	224	3.11	2.95	.06	.01	0.87	0.95	11,520	.014	.17
ADV02c	225	2.96	2.79	.06	.01	0.97	1.04	234	.009	.17
ADV02d	218	2.95	2.74	.06	.01	0.93	1.02	227	.001	.21
ADV02e	221	2.88	2.71	.07	.01	1.00	1.04	11,341	.015	.17
ADV02f	223	2.99	2.84	.06	.01	0.96	1.00	232	.021	.15
ADV02g	191	2.75	2.65	.08	.01	1.07	1.07	10,171	.210	.09
ADV02h	192	2.52	2.48	.08	.01	1.09	1.10	10,126	.697	.03
ADV02i	214	2.66	2.48	.07	.01	1.02	1.09	223	.011	.16
ADV04_15	226	2.13	1.99	.06	.01	0.97	0.95	12,124	.032	.14





Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	NMU	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting	NMU	Crngie Size-Setting			
ADV01	418	2.13	2.45	.10	.02	1.96	1.81	439	.001	-.18
ADV02a	363	3.12	2.99	.05	.01	0.93	0.98	13,898	.011	.14
ADV02b	351	3.09	3.00	.05	.01	0.93	1.01	372	.063	.09
ADV02c	337	2.74	2.77	.06	.01	1.10	1.10	13,682	.564	-.03
ADV02d	329	2.75	2.71	.06	.01	1.07	1.10	13,141	.527	.04
ADV02e	325	2.55	2.51	.06	.01	1.11	1.13	12,637	.546	.03
ADV02f	355	2.95	2.80	.05	.01	1.01	1.07	375	.005	.14
ADV02g	299	2.82	2.71	.06	.01	1.09	1.12	314	.087	.10
ADV02h	316	2.59	2.55	.07	.01	1.16	1.16	12,044	.537	.04
ADV02i	343	2.79	2.59	.06	.01	1.11	1.16	363	.001	.17
ADV04_15	417	1.83	1.97	.05	.01	0.93	0.99	14,532	.005	-.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.