

First-Year Students

Statistical Comparisons^b

Item wording or description	UIC	Carnegie-BOT- USU-AAU	Effect size ^d
	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?	2.2	2.2	-.02
2. During the current school year, to what extent have your academic advisors done the following?			
a. Been available when needed	3.0	3.0	.00
b. Listened closely to your concerns and questions	3.0	3.0	.03
c. Informed you of important deadlines	2.9	2.8 * △	.09
d. Helped you understand academic rules and policies	2.9	2.8	.09
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	2.9	2.7 * △	.11

First-Year Students

Statistical Comparisons^b

<i>Item wording or description</i>	UIC	Carnegie-BOT- USU-AAU	<i>Effect size^d</i>
	<i>Mean</i>	<i>Mean</i>	
f. Provided useful information about courses	2.9	2.9	.05
g. Helped you when you had academic difficulties	2.7	2.7	.01
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	2.6	2.5	.06
i. Discussed your career interests and post-graduation plans	2.6	2.5	.07
3. During the current school year, how often have your academic advisors reached out to you about your academic progress or performance?	2.1	1.9 ** △	.14

4. During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one.)

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

First-Year Students

Statistical Comparisons^b

	UIC	Carnegie-BOT- USU-AAU	Effect size ^d
	Mean	Mean	

Item wording or description



NSSE 2017 Topical Module Report

Academic Advising

University of Illinois at Chicago

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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 'Carnegie-BOT-USU-AAU' column of this report.

Group label	Carnegie-BOT-USU-AAU
Date submitted	5/19/17
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	Carnegie/BOT/USU/AAU

Carnegie-BOT-USU-AAU (N=21)

California State University, Fresno (Fresno, CA)
 Clemson University (Clemson, SC)*
 Colorado State University (Fort Collins, CO)*
 Florida International University (Miami, FL)*
 Michigan State University (East Lansing, MI)*
 Ohio State University, The (Columbus, OH)*
 University at Albany, SUNY, The (Albany, NY)
 University of Alabama at Birmingham (Birmingham, AL)*
 University of Arkansas (Fayetteville, AR)*
 University of Central Florida (Orlando, FL)
 University of Houston (Houston, TX)
 University of Massachusetts Amherst (Amherst, MA)
 University of Massachusetts Boston (Boston, MA)
 University of Memphis (Memphis, TN)*
 University of Missouri-Kansas City (Kansas City, MO)*
 University of North Carolina at Charlotte (Charlotte, NC)*
 University of Oregon (Eugene, OR)
 University of Texas at Arlington, The (Arlington, TX)
 University of Texas at Dallas, The (Richardson, TX)
 University of Wisconsin-Milwaukee (Milwaukee, WI)
 Virginia Commonwealth University (Richmond, VA)

*2016 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		Carnegie-BOT-USU-AAU		UIC	Carnegie-BOT-USU-AAU	
				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	29	6	1,295	8	2.2	2.2	-.02
		1	1	109	22	3,920	24			
		2	2	192	40	5,158	32			
		3	3	88	18	3,048	20			
		4	4	44	9	1,217	8			
		5	5	8	2	411	3			
		6	6 or more	18	4	607	4			
			Total	488	100	15,656	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	34	7	1,129	7	3.0	3.0	.00
		2	Some	91	18	3,253	20			
		3	Quite a bit	191	39	5,676	36			
		4	Very much	140	29	4,726	30			
		—	Not applicable	32	7	899	6			
			Total	488	100	15,683	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	35	7	1,083	7	3.0	3.0	.03
		2	Some	90	18	3,076	19			
		3	Quite a bit	166	34	5,412	35			
		4	Very much	172	35	5,005	32			
		—	Not applicable	26	6	1,083	7			
			Total	489	100	15,659	100			
c. Informed you of important deadlines	ADV02c	1	Very little	52	10	1,803	12	2.9	2.8 *	.09
		2	Some	95	19	3,477	22			
		3	Quite a bit	158	33	4,975	32			
		4	Very much	160	33	4,468	29			
		—	Not applicable	23	5	934	6			
			Total	488	100	15,657	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	45	9	1,692	11	2.9	2.8	.09
		2	Some	108	22	3,634	23			
		3	Quite a bit	165	34	4,982	32			
		4	Very much	147	30	4,114	27			
		—	Not applicable	25	5	1,223	8			
			Total	490	100	15,645	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	48	10	2,017	13	2.9	2.7 *	.11
		2	Some	113	23	3,655	23			
		3	Quite a bit	151	31	4,758	30			
		4	Very much	143	29	3,981	26			
		—	Not applicable	32	7	1,248	8			
			Total	487	100	15,659	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		Carnegie-BOT-USU-AAU		UIC	Carnegie-BOT-USU-AAU	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	39	8	1,605	10	2.9	2.9	.05
		2	Some	116	23	3,352	22			
		3	Quite a bit	159	33	5,140	32			
		4	Very much	155	31	4,684	30			
		—	Not applicable	21	5	858	6			
		Total		490	100	15,639	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	73	15	2,227	14	2.7	2.7	.01
		2	Some	104	21	3,349	21			
		3	Quite a bit	114	23	3,617	23			
		4	Very much	114	23	3,417	22			
		—	Not applicable	83	18	3,018	20			
		Total		488	100	15,628	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	81	16	2,675	17	2.6	2.5	.06
		2	Some	111	23	3,551	23			
		3	Quite a bit	113	24	3,707	23			
		4	Very much	108	22	3,117	20			
		—	Not applicable	73	15	2,575	17			
		Total		486	100	15,625	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	91	19	3,053	20	2.6	2.5	.07
		2	Some	116	23	3,776	24			
		3	Quite a bit	121	25	3,552	23			
		4	Very much	116	24	3,292	21			
		—	Not applicable	42	9	1,930	13			
		Total		486	100	15,603	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	150	31	5,759	37	2.1	1.9 **	.14
	_15	2	Sometimes	189	38	6,019	38			
		3	Often	108	22	2,751	17			
		4	Very often	40	8	1,081	7			
		—	Not applicable	42	9	1,930	13			
		Total		487	100	15,610	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	223	45	6,029	38			
		—	Academic advisor(s) available to any student	21	4	1,488	10			
		—	Faculty or staff not formally assigned as an advisor	28	6	895	6			
		—	Online advising system (degree progress report, etc.)	12	3	601	4			
		—	Website, catalog, or other published sources	32	7	843	5			
		—	Friends or other students	83	17	2,410	15			
		—	Family members	59	12	2,405	15			
		—	Other, please specify:	11	2	332	2			

*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		
				UIC		Carnegie-BOT-USU-AAU		UIC		Carnegie-BOT-USU-AAU
				Count	%	Count	%	Mean	Mean	Effect size ^d
		—	I did not seek academic advice this year	17	4	633	4			
			Total	486	100	15,636	100			

First-Year

Primary Academic Advising Source	UIC	Peer Group
	%	%
Academic advisor(s) assigned to you	45	38
Academic advisor(s) available to any student	4	10
Faculty or staff not formally assigned as an advisor	6	6
Online advising system (degree progress report, etc.)	3	4
Website, catalog, or other published sources	7	5
Friends or other students	17	15
Family members	12	15
Other	2	2
I did not seek academic advice this year	4	4

Seniors

Primary Academic Advising Source	UIC	Peer Group
	%	%
Academic advisor(s) assigned to you	34	31
Academic advisor(s) available to any student	6	10
Faculty or staff not formally assigned as an advisor	11	14
Online advising system (degree progress report, etc.)	5	9
Website, catalog, or other published sources	7	6
Friends or other students	20	13
Family members	7	8
Other	2	3
I did not seek academic advice this year	7	5

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UIC		Carnegie-BOT-USU-AAU		UIC	Carnegie-BOT-USU-AAU	
				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	75	10	3,272	14	2.3	2.1 **	.11
		1	1	206	27	6,165	27			
		2	2	222	28	6,304	28			
		3	3	118	15	3,230	14			
		4	4	66	8	1,606	7			
		5	5	24	3	671	3			
		6	6 or more	67	8	1,586	7			
		Total		778	100	22,834	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	79	10	2,462	11	2.9	2.9	-.02
		2	Some	183	23	5,005	21			
		3	Quite a bit	228	29	7,040	31			
		4	Very much	235	30	6,821	31			
		—	Not applicable	51	7	1,546	6			
		Total		776	100	22,874	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	79	10	2,365	10	2.9	2.9	-.01
		2	Some	181	23	4,794	20			
		3	Quite a bit	214	28	6,735	29			
		4	Very much	262	33	7,041	32			
		—	Not applicable	40	5	1,925	8			
		Total		776	100	22,860	100			
c. Informed you of important deadlines	ADV02c	1	Very little	135	18	3,712	16	2.7	2.7	-.02
		2	Some	163	21	4,993	21			
		3	Quite a bit	204	26	6,060	27			
		4	Very much	239	30	6,383	29			
		—	Not applicable	36	5	1,703	7			
		Total		777	100	22,851	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	145	19	3,782	17	2.6	2.7	-.02
		2	Some	164	21	5,257	23			
		3	Quite a bit	181	24	5,576	25			
		4	Very much	207	26	5,566	25			
		—	Not applicable	79	10	2,646	11			
		Total		776	100	22,827	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	203	26	5,391	24	2.4	2.4	.02
		2	Some	164	21	5,311	23			
		3	Quite a bit	161	21	4,423	19			
		4	Very much	156	20	4,271	19			
		—	Not applicable	91	12	3,433	15			
		Total		775	100	22,829	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		
				UIC		Carnegie-BOT-USU-AAU		UIC	Carnegie-BOT-USU-AAU	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	164	21	3,999	18	2.6	2.6	-.04
		2	Some	162	20	5,261	23			
		3	Quite a bit	212	28	5,853	25			
		4	Very much	195	25	5,759	26			
		—	Not applicable	42	6	1,956	8			
		Total		775	100	22,828	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	172	22	4,611	21	2.5	2.5	-.01
		2	Some	144	18	4,259	18			
		3	Quite a bit	142	19	4,123	17			
		4	Very much	155	20	4,540	20			
		—	Not applicable	162	21	5,287	24			
		Total		775	100	22,820	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	224	29	5,395	24	2.3	2.4 **	-.11
		2	Some	143	18	4,452	19			
		3	Quite a bit	135	18	4,233	18			
		4	Very much	133	17	4,350	19			
		—	Not applicable	140	19	4,384	20			
		Total		775	100	22,814	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	195	25	5,964	27	2.4	2.4	.05
		2	Some	185	24	5,051	22			
		3	Quite a bit	156	20	4,255	18			
		4	Very much	172	22	4,656	20			
		—	Not applicable	63	9	2,842	13			
		Total		771	100	22,768	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	373	49	11,365	50	1.8	1.7	.04
		2	Sometimes	247	31	7,195	32			
		3	Often	108	14	2,953	13			
		4	Very often	47	6	1,267	5			
		—	Not applicable	63	9	2,842	13			
		Total		775	100	22,780	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	269	34	6,798	31	1.8	1.7	.04
		—	Academic advisor(s) available to any student	48	6	2,480	10			
		—	Faculty or staff not formally assigned as an advisor	87	11	3,277	14			
		—	Online advising system (degree progress report, etc.)	43	5	1,940	9			
		—	Website, catalog, or other published sources	55	7	1,466	6			
		—	Friends or other students	150	20	3,035	13			
		—	Family members	53	7	1,907	8			
		—	Other, please specify:	19	2	636	3			
		—	I did not seek academic advice this year	49	7	1,259	5			
		Total		773	100	22,798	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
	UIC	UIC	Carnegie-BOT-USU-AAU	UIC	Carnegie-BOT-USU-AAU	UIC	Carnegie-BOT-USU-AAU			
ADV01	488	2.19	2.21	.06	.01	1.29	1.42	537	.719	-.02
ADV02a	456	2.96	2.95	.04	.01	0.90	0.92	11,598	.944	.00
ADV02b	462	3.03	3.00	.04	.01	0.93	0.91	11,432	.462	.03
ADV02c	464	2.92	2.83	.05	.01	0.99	1.00	11,541	.049	.09
ADV02d	465	2.89	2.81	.04	.01	0.96	0.98	11,309	.070	.09
ADV02e	454	2.86	2.75	.05	.01	0.98	1.01	494	.015	.11
ADV02f	468	2.92	2.87	.04	.01	0.95	0.98	11,586	.290	.05
ADV02g	403	2.66	2.65	.05	.01	1.07	1.06	9,777	.796	.01
ADV02h	411	2.62	2.55	.05	.01	1.07	1.07	10,191	.208	.06
ADV02i	441	2.59	2.51	.05	.01	1.09	1.09	10,695	.165	.07
ADV04_15	487	2.07	1.94	.04	.01	0.92	0.91	12,270	.002	.14

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UIC	UIC	Carnegie-BOT-USU-AAU	UIC	Carnegie-BOT-USU-AAU	UIC	Carnegie-BOT-USU-AAU			
ADV01	777	2.28	2.10	.06	.01	1.64	1.62	21,378	.003	.11
ADV02a	722	2.85	2.87	.04	.01	1.00	1.00	20,042	.640	-.02
ADV02b	734	2.89	2.90	.04	.01	1.01	1.01	19,651	.845	-.01
ADV02c	738	2.72	2.75	.04	.01	1.10	1.08	19,913	.588	-.02
ADV02d	695	2.64	2.65	.04	.01	1.11	1.08	18,943	.691	-.02
ADV02e	683	2.40	2.38	.04	.01	1.13	1.12	18,151	.669	.02
ADV02f	730	2.60	2.64	.04	.01	1.10	1.09	19,633	.289	-.04
ADV02g	612	2.46	2.48	.05	.01	1.14	1.14	16,265	.766	-.01
ADV02h	630	2.27	2.40	.05	.01	1.15	1.15	17,172	.006	-.11
ADV02i	704	2.42	2.36	.04	.01	1.13	1.15	18,658	.177	.05
ADV04_15	775	1.77	1.74	.03	.01	0.90	0.88	21,331	.303	.04

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.