



NSSE 2019 Topical Module Report

Academic Advising

University of Houston-Downtown

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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 'Texas Schools' column of this report.

Group label	Texas Schools
Date submitted	5/13/19
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	Texas Public 4-year Institutions similar in demographics, size and/or level as UHD.

Texas Schools (N=6)

Lamar University (Beaumont, TX)
 Stephen F. Austin State University (Nacogdoches, TX)
 Texas Southern University (Houston, TX)*
 University of Texas at Arlington, The (Arlington, TX)*
 University of Texas of the Permian Basin, The (Odessa, TX)
 West Texas A&M University (Canyon, TX)

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UHD		Texas Schools		UHD	Texas Schools	
				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	15	9	48	7	2.3	2.1	.12
		1	1	27	16	222	25			
		2	2	65	36	304	36			
		3	3	47	25	144	17			
		4	4	13	8	69	9			
		5	5	6	3	14	2			
		6	6 or more	5	3	26	3			
		Total		178	100	827	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	10	6	81	10	3.2	2.9 ***	.31
		2	Some	20	13	178	20			
		3	Quite a bit	61	35	276	34			
		4	Very much	82	43	247	30			
		—	Not applicable	6	3	41	6			
		Total		179	100	823	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	13	7	68	8	3.2	3.0 ***	.28
		2	Some	19	12	174	20			
		3	Quite a bit	47	28	279	33			
		4	Very much	89	47	258	33			
		—	Not applicable	11	5	46	6			
		Total		179	100	825	100			
c. Informed you of important deadlines	ADV02c	1	Very little	17	10	125	14	3.1	2.8 ***	.28
		2	Some	19	12	171	20			
		3	Quite a bit	55	32	244	30			
		4	Very much	77	41	246	31			
		—	Not applicable	9	5	35	4			
		Total		177	100	821	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	13	7	108	13	3.1	2.8 ***	.28
		2	Some	25	15	183	21			
		3	Quite a bit	58	33	253	31			
		4	Very much	73	39	235	29			
		—	Not applicable	10	6	43	6			
		Total		179	100	822	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	15	8	116	14	3.2	2.8 ***	.39
		2	Some	19	11	184	21			
		3	Quite a bit	52	30	243	30			
		4	Very much	83	45	230	29			
		—	Not applicable	10	6	46	6			
		Total		179	100	819	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		
				UHD		Texas Schools		UHD	Texas Schools	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Provided useful information about courses	ADV02f	1	Very little	10	6	99	12	3.2	2.9 ***	.27
		2	Some	28	16	170	20			
		3	Quite a bit	52	30	274	34			
		4	Very much	82	43	252	31			
		—	Not applicable	7	4	25	4			
		Total		179	100	820	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	19	10	128	14	2.9	2.7 **	.23
		2	Some	32	19	181	22			
		3	Quite a bit	43	26	189	23			
		4	Very much	61	32	188	24			
		—	Not applicable	24	13	137	17			
		Total		179	100	823	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	32	19	197	23	2.6	2.4 *	.17
		2	Some	32	20	170	20			
		3	Quite a bit	40	23	160	20			
		4	Very much	47	24	150	19			
		—	Not applicable	28	15	142	18			
		Total		179	100	819	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	26	15	210	24	2.8	2.4 ***	.28
		2	Some	31	18	177	21			
		3	Quite a bit	51	30	162	20			
		4	Very much	51	27	170	21			
		—	Not applicable	20	10	101	14			
		Total		179	100	820	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	30	17	294	35	2.5	2.0 ***	.50
	_15	2	Sometimes	56	31	305	36			
		3	Often	71	40	153	20			
		4	Very often	21	12	64	8			
		Total		178	100	816	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	97	56	310	39			
		—	Academic advisor(s) available to any student	14	8	93	11			
		—	Faculty or staff not formally assigned as an advisor	10	5	64	8			
		—	Online advising system (degree progress report, etc.)	2	1	37	5			
		—	Website, catalog, or other published sources	8	5	37	4			
		—	Friends or other students	20	11	110	14			
		—	Family members	17	9	119	13			
		—	Other, please specify:	2	1	13	1			
		—	I did not seek academic advice this year	7	4	35	5			
		Total		177	100	818	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		
				UHD		Texas Schools		UHD	Texas Schools	
				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	203	19	459	17	1.8	2.0 ***	-0.11
		1	1	299	28	651	26			
		2	2	272	26	607	26			
		3	3	164	15	324	15			
		4	4	51	5	159	7			
		5	5	25	2	50	2			
		6	6 or more	55	5	163	7			
			Total	1,069	100	2,413	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	104	9	233	9	2.9	2.9	-0.02
		2	Some	225	21	493	20			
		3	Quite a bit	292	28	727	31			
		4	Very much	347	33	764	33			
		—	Not applicable	101	9	192	7			
			Total	1,069	100	2,409	100			
b. Listened closely to your concerns and questions	ADV02b	1	Very little	109	10	236	10	2.9	2.9	-0.03
		2	Some	226	21	448	19			
		3	Quite a bit	270	26	682	29			
		4	Very much	351	33	770	33			
		—	Not applicable	112	11	274	10			
			Total	1,068	100	2,410	100			
c. Informed you of important deadlines	ADV02c	1	Very little	183	17	336	14	2.7	2.8 **	-0.10
		2	Some	204	19	452	19			
		3	Quite a bit	230	22	634	27			
		4	Very much	320	30	773	33			
		—	Not applicable	131	12	212	8			
			Total	1,068	100	2,407	100			
d. Helped you understand academic rules and policies	ADV02d	1	Very little	162	15	355	15	2.7	2.8	-0.03
		2	Some	222	21	472	20			
		3	Quite a bit	229	22	583	24			
		4	Very much	310	29	687	30			
		—	Not applicable	144	14	310	12			
			Total	1,067	100	2,407	100			
e. Informed you of academic support options (tutoring, study groups, help with writing, etc.)	ADV02e	1	Very little	209	19	535	22	2.6	2.5	.07
		2	Some	228	21	451	19			
		3	Quite a bit	208	20	470	20			
		4	Very much	256	24	503	22			
		—	Not applicable	168	16	438	17			
			Total	1,069	100	2,397	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		
				UHD		Texas Schools		UHD	Texas Schools	
				Count	%	Count	%	Mean	Mean	Effect size ^d
f. Provided useful information about courses	ADV02f	1	Very little	177	16	389	16	2.7	2.7	-.03
		2	Some	228	21	469	20			
		3	Quite a bit	242	23	636	27			
		4	Very much	301	28	663	28			
		—	Not applicable	120	11	245	9			
		Total		1,068	100	2,402	100			
g. Helped you when you had academic difficulties	ADV02g	1	Very little	200	19	404	17	2.6	2.6	-.04
		2	Some	185	17	413	17			
		3	Quite a bit	189	17	422	18			
		4	Very much	241	23	526	23			
		—	Not applicable	250	24	635	25			
		Total		1,065	100	2,400	100			
h. Helped you get information on special opportunities (study abroad, internships, research projects, etc.)	ADV02h	1	Very little	280	26	518	22	2.3	2.4	-.02
		2	Some	156	14	325	15			
		3	Quite a bit	177	16	301	14			
		4	Very much	185	18	373	17			
		—	Not applicable	271	26	878	33			
		Total		1,069	100	2,395	100			
i. Discussed your career interests and post-graduation plans	ADV02i	1	Very little	305	28	665	28	2.3	2.3	.04
		2	Some	179	17	400	18			
		3	Quite a bit	170	16	327	14			
		4	Very much	210	20	397	18			
		—	Not applicable	200	19	605	23			
		Total		1,064	100	2,394	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	574	54	1,006	41	1.7	1.9 ***	-0.22
	_15	2	Sometimes	306	28	810	34			
		3	Often	114	11	391	17			
		4	Very often	73	7	189	8			
		—	Not applicable	200	19	605	23			
		Total		1,067	100	2,396	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	321	30	756	34			
		—	Academic advisor(s) available to any student	170	16	313	11			
		—	Faculty or staff not formally assigned as an advisor	97	9	188	9			
		—	Online advising system (degree progress report, etc.)	110	11	348	13			
		—	Website, catalog, or other published sources	67	6	125	5			
		—	Friends or other students	131	12	218	9			
		—	Family members	68	6	172	7			
		—	Other, please specify:	25	2	81	4			
		—	I did not seek academic advice this year	81	8	196	8			
		Total		1,070	100	2,397	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
	UHD	Texas Schools	UHD	Texas Schools	UHD	Texas Schools	UHD	Texas Schools			
	<i>Comparisons with:</i>									Texas Schools	
ADV01	175	2.29	2.14	.099	.028	1.31	1.33	2,366	.140	.12	
ADV02a	171	3.20	2.90	.067	.021	0.88	0.97	2,217	.000	.31	
ADV02b	166	3.23	2.96	.073	.021	0.94	0.95	2,211	.001	.28	
ADV02c	165	3.10	2.82	.076	.023	0.98	1.05	195	.000	.28	
ADV02d	166	3.10	2.82	.073	.023	0.94	1.02	198	.000	.28	
ADV02e	166	3.19	2.79	.073	.023	0.94	1.04	199	.000	.39	
ADV02f	169	3.15	2.88	.072	.022	0.93	1.00	2,260	.001	.27	
ADV02g	154	2.92	2.67	.083	.025	1.02	1.07	183	.004	.23	
ADV02h	150	2.62	2.43	.091	.027	1.12	1.12	1,915	.044	.17	
ADV02i	158	2.77	2.45	.084	.026	1.05	1.13	189	.000	.28	
ADV04_15	175	2.47	2.01	.069	.020	0.91	0.93	2,326	.000	.50	





Seniors

Variable name	N		Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UHD	Texas Schools	UHD	Texas Schools	UHD	Texas Schools	UHD	Texas Schools			
	<i>Comparisons with:</i>										
ADV01	1,068	2.03	1.84	.047	.026	1.54	1.66	1,780	.001	-.11	
ADV02a	968	2.94	2.92	.032	.016	1.00	0.98	4,683	.538	-.02	
ADV02b	953	2.94	2.91	.033	.017	1.01	1.00	4,556	.445	-.03	
ADV02c	936	2.85	2.74	.037	.018	1.12	1.07	1,394	.009	-.10	
ADV02d	921	2.78	2.75	.036	.018	1.10	1.08	4,452	.443	-.03	
ADV02e	901	2.50	2.58	.038	.020	1.13	1.15	4,211	.061	.07	
ADV02f	944	2.74	2.71	.036	.018	1.10	1.08	1,446	.384	-.03	
ADV02g	811	2.63	2.58	.041	.021	1.15	1.14	3,794	.290	-.04	
ADV02h	792	2.37	2.35	.042	.023	1.18	1.18	3,465	.651	-.02	
ADV02i	856	2.29	2.34	.041	.021	1.19	1.18	3,941	.273	.04	
ADV04_15	1,065	1.92	1.71	.028	.015	0.92	0.95	5,057	.000	-.22	

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.