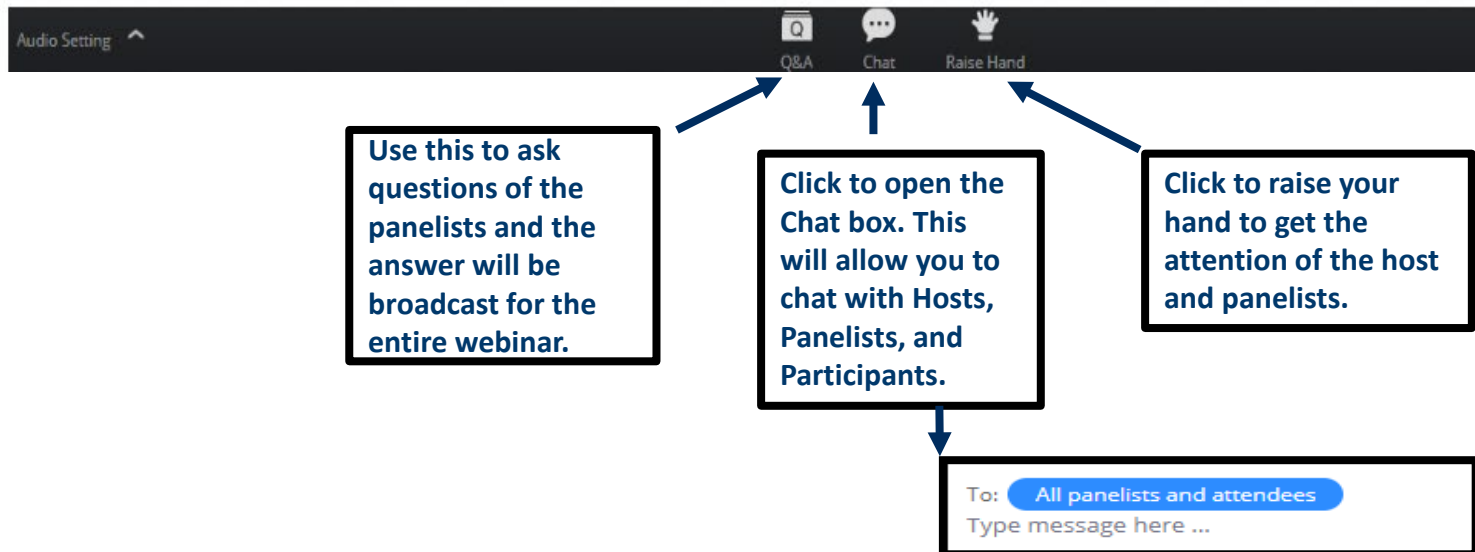




The LRCs of Advising: Listening, Respecting, and Caring

Webinar will begin at 2 pm Eastern Time

Before we begin, please review the Zoom controls below. Leave your audio and video off, unless prompted by a host. You can post any questions in the chat box.



- Visit <https://kb.iu.edu/d/aods#hear-talk> for a comprehensive set of tests and troubleshooting solutions if you have issues with the Zoom software
- To check your audio connection, click the arrow next to the microphone on the left side of the in-meeting toolbar.
- Click "Test Computer Audio" and audio preferences will open.
- You can test the volume and output of your speaker device by selecting "Test Speaker." If you cannot hear, change the output source by selecting a different speaker device.

- If your institution elected **Advising Module 2019 or 2020**, have your *Institutional Report 2020* for reference; access your materials through the NSSE Institution Interface.
- The Chat window allows participants to interact with presenters and each other – make comments about your NSSE practice, ask questions of presenters and of other **users!**

Preview of Webinar Registrants' Questions

Questions from your peers:

- How are other schools using NSSE to assess advising?
- Can this module be used for accreditation?
- How to encourage widespread adoption of advising best practices
- How can we inspire busy faculty members to be more attentive to first-year advising?
- Should annual faculty advisor training be required?
- How has academic advising changed over time? What is the future given the gentle transition to micro-credentialing/ CBE?

Lets keep these in mind as we go through the presentation. Near the end we will come back to these and discuss any lingering questions.

The LRCs of Advising: Listening, Respecting, and Caring

James Cole

Angie Miller

Bridgette Holmes

Webinar presented January 12, 2021



Webinar Follows Up Annual Results Released
December 11, 2020

Engagement Insights: Survey Findings on the Quality of Undergraduate Education

Between November 2020 and February 2021, we will present five data-informed treatments of important topics for higher education.



The LRCs of Advising

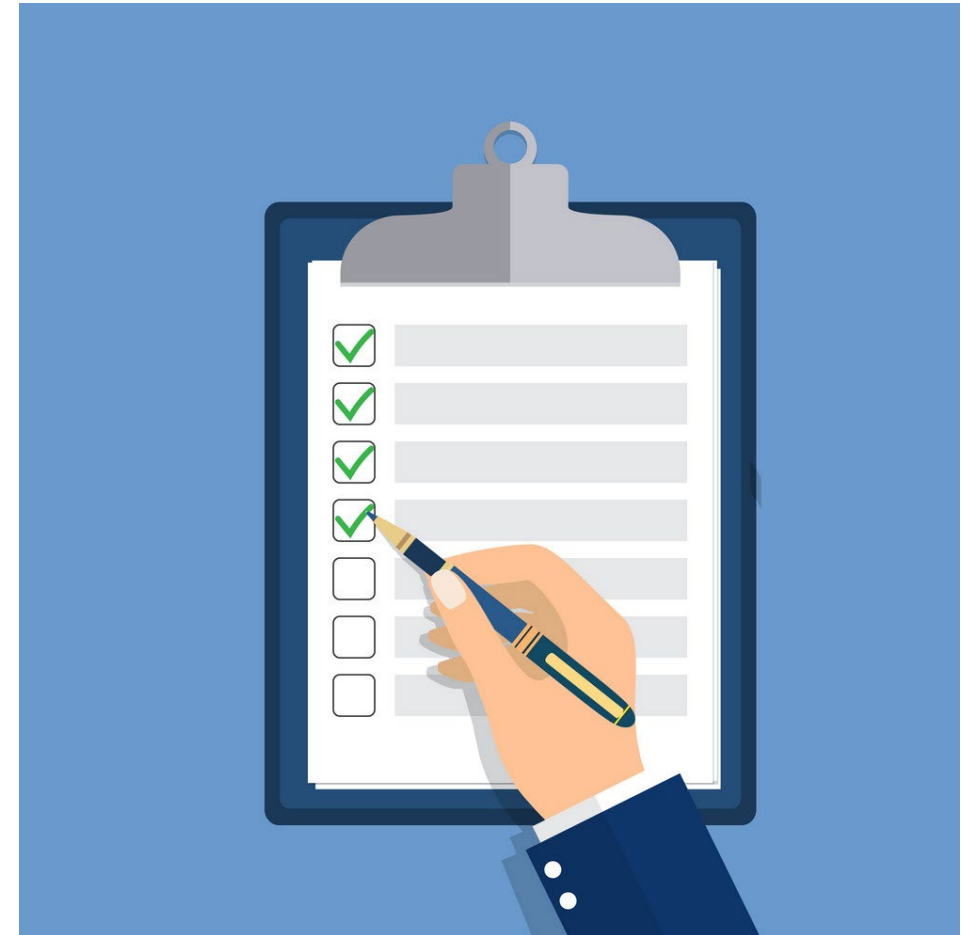
The Importance of Listening,
Respecting, and Caring by Academic
Advisors

Read new findings from NSSE 2020

nse.indiana.edu/research/annual-results/index.html

Webinar Agenda

- **Expand and Highlight NSSE Annual Results on “The LRCs of Advising: Listening, Respecting, and Caring”**
- **Familiarize you with your advising results and respond to questions about your LRC data**
- **Provide ways to use your LRC advising results**



Importance of Advising

- With their **relationship building and advocacy**, academic advisors perform a vital role by helping students feel welcomed and supported as they transition to college and progress toward graduation.
- A **trusting and respectful rapport** with an advisor is essential for new students **adjusting to and navigating** a complex institution and for seniors looking to **maximize opportunities** within their major.
- Among the primary traits possessed by advisors who develop positive relationships with students are **active listening, empathy, and cultural sensitivity**.



NSSE's Academic Advising Module

Major update - Debuted in NSSE 2020!

Module includes 35 items regarding:

- Frequency of student-advisor discussions regarding academic interests, course selections, or academic performance
- Student awareness of how to contact an advisor
- Quality of advising
- Frequency of student-advisor discussions regarding goals and future plans

Thinking about academic advising, how much have people and resources at your institution done the following?

Response options: Very much, Quite a bit, Some, Very little, Not applicable

- a. Been available when needed
- b. Provided prompt and accurate information
- c. Provided information about learning support services (tutoring, writing center, success skills, etc.)
- d. Notified you of important policies and deadlines
- e. Reached out to you about your academic progress or performance
- f. Followed up with you regarding something they recommended
- g. Asked questions about your educational background and needs
- h. Actively listened to your concerns**
- i. Respected your identity and culture**
- j. Cared about your overall well-being**

January 2021 - Annual Results

LRCs of Advising

The Advising LRC Scale

The [Academic Advising Topical Module](#), updated in 2020, reflects the [core values and competencies](#) of the National Academic Advising Association (NACADA). Three items in the module summarize the extent to which advisors are interpersonally attentive to students (see right). This “Advising LRC Scale” is scored from 0 to 60 like the [Engagement Indicators](#). Though we recognize that many people perform advising and students have access to various resources, LRC is likely associated with individuals the students consider their advisors.

Thinking about academic advising, how much have people and resources at your institution done the following?

(Response options: Very much, Quite a bit, Some, Very little, Not applicable)

- a. Actively listened to your concerns**
- b. Respected your identity and culture**
- c. Cared about your overall well-being**

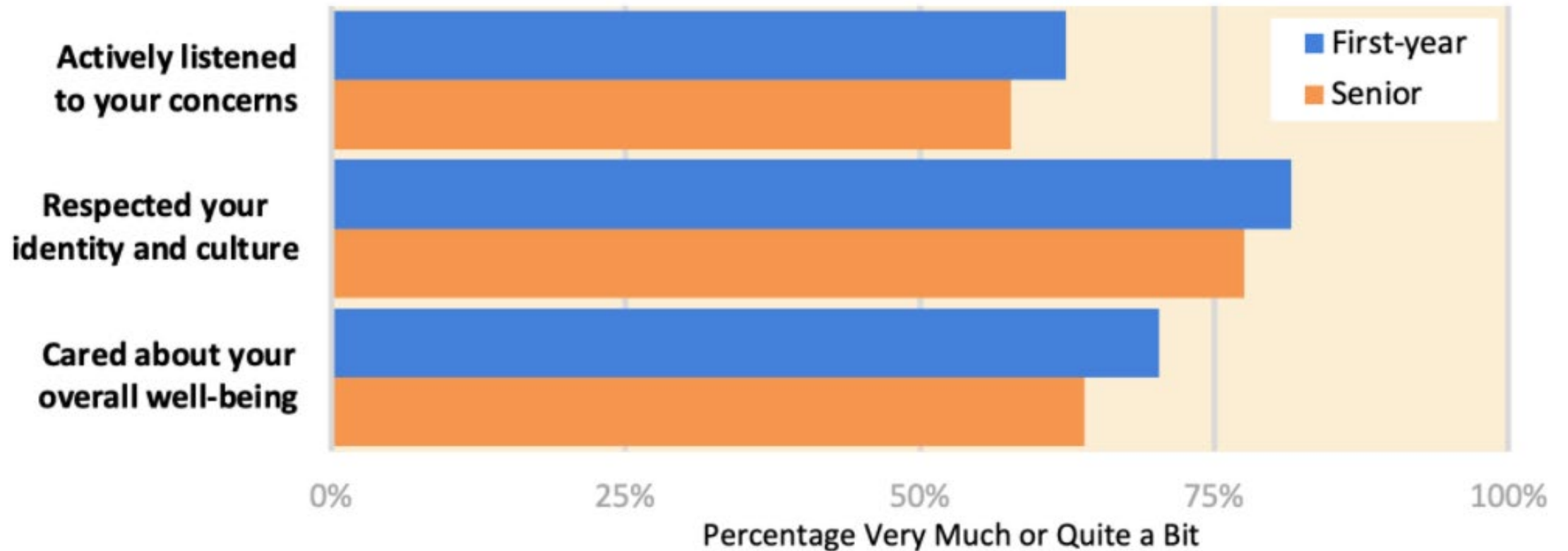
42,287 FY and 50,957 Seniors
from 201 institutions

Let's CHAT

Did your institution select the Advising Module? What were your reasons or expectations?



Our AR Findings: LRC Scale

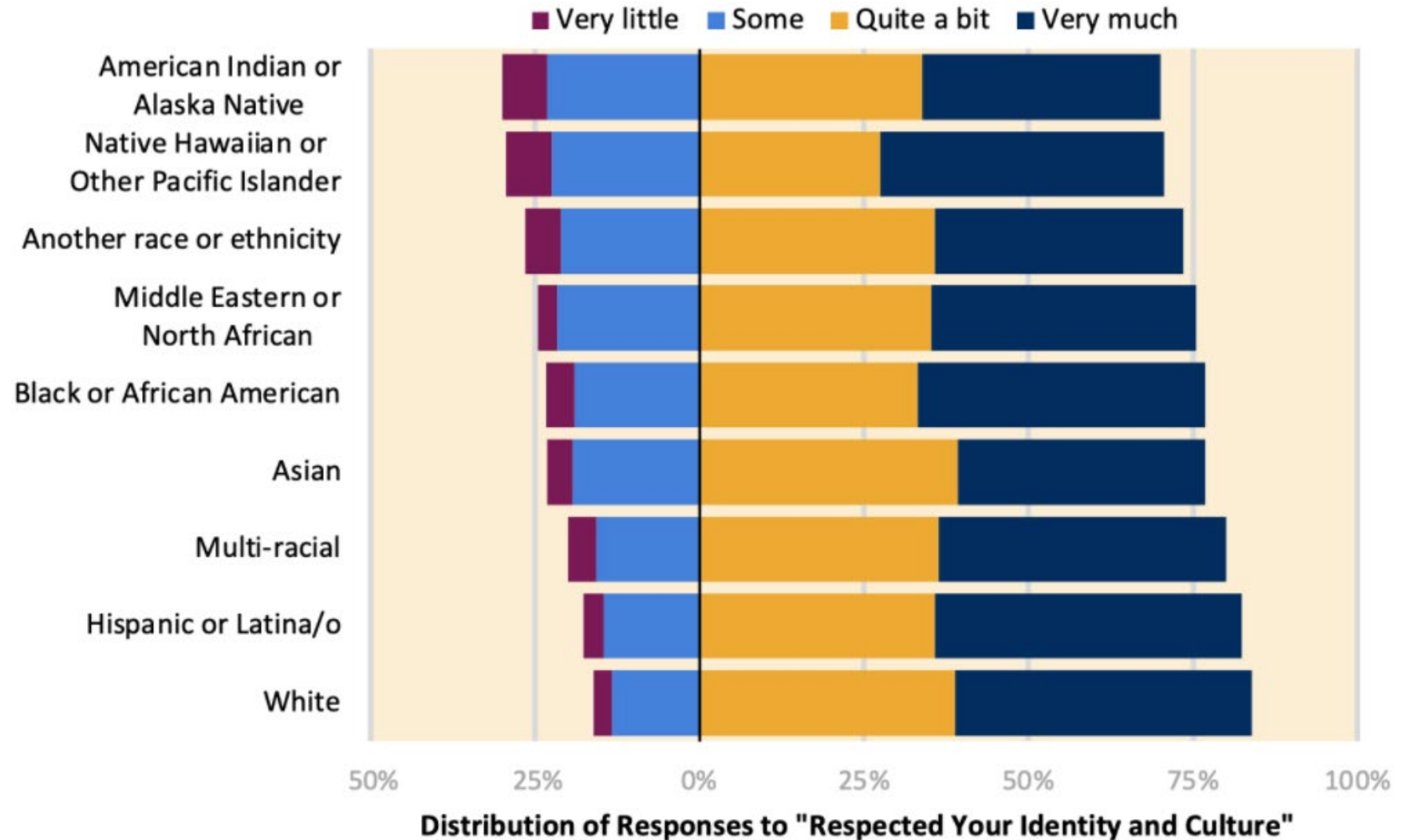


Most students feel listened to, respected, and care about . . .

Advising LRC by Racial/Ethnic Identity

... however there is often more to the story.

Institutions looking to meet the needs of a diverse student body need to look closely at the experiences of students by the items that comprise the LRC scale.



Advising LRC by Racial/Ethnic Identity

Differences are worth exploring if related to real benefits or consequences for some groups of students.

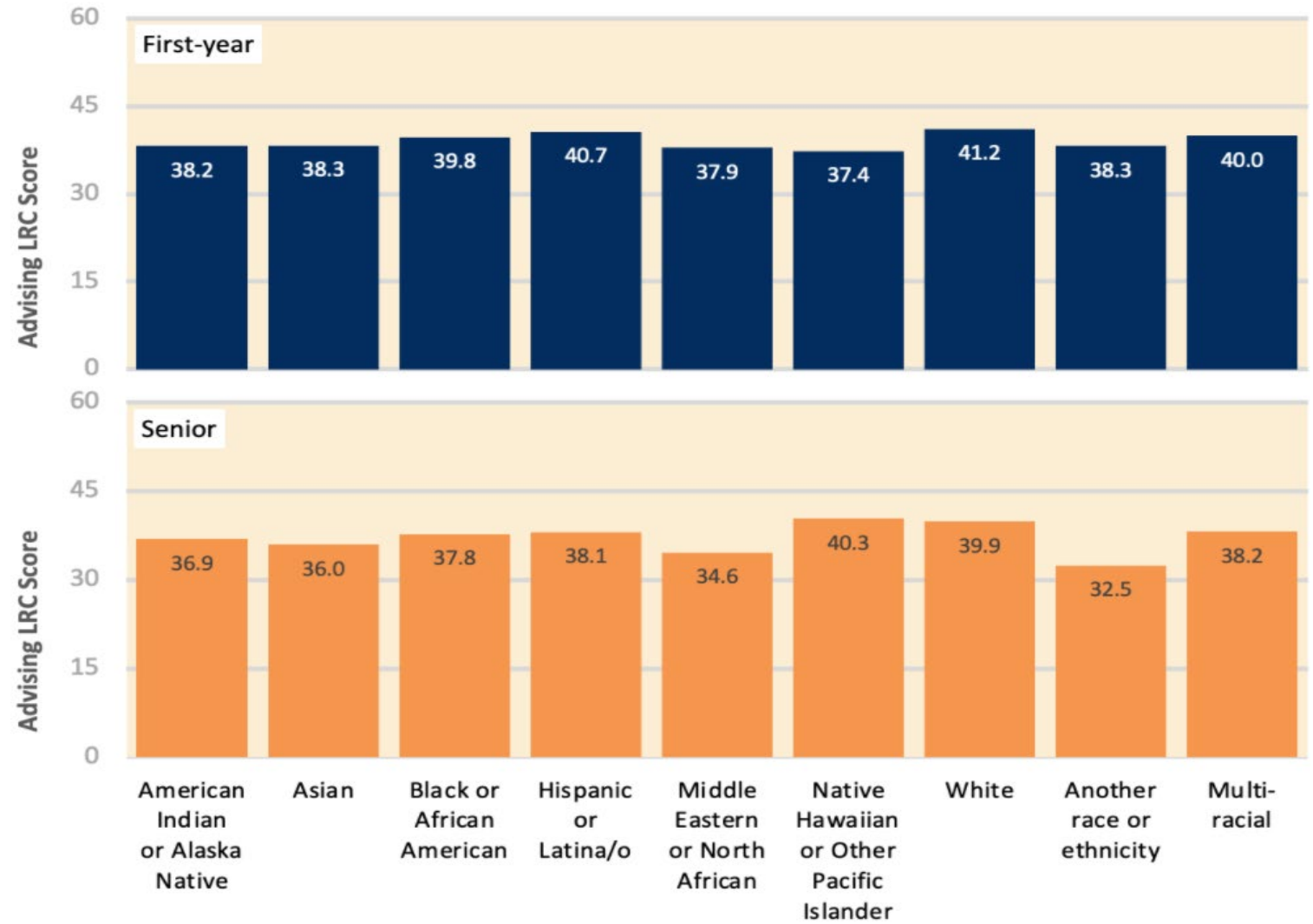
Advisors are encouraged to consider how their day to day policies and practices affect diverse students differently.

Investigate Further in Tableau

FILTER BY SELECTED STUDENT CHARACTERISTICS

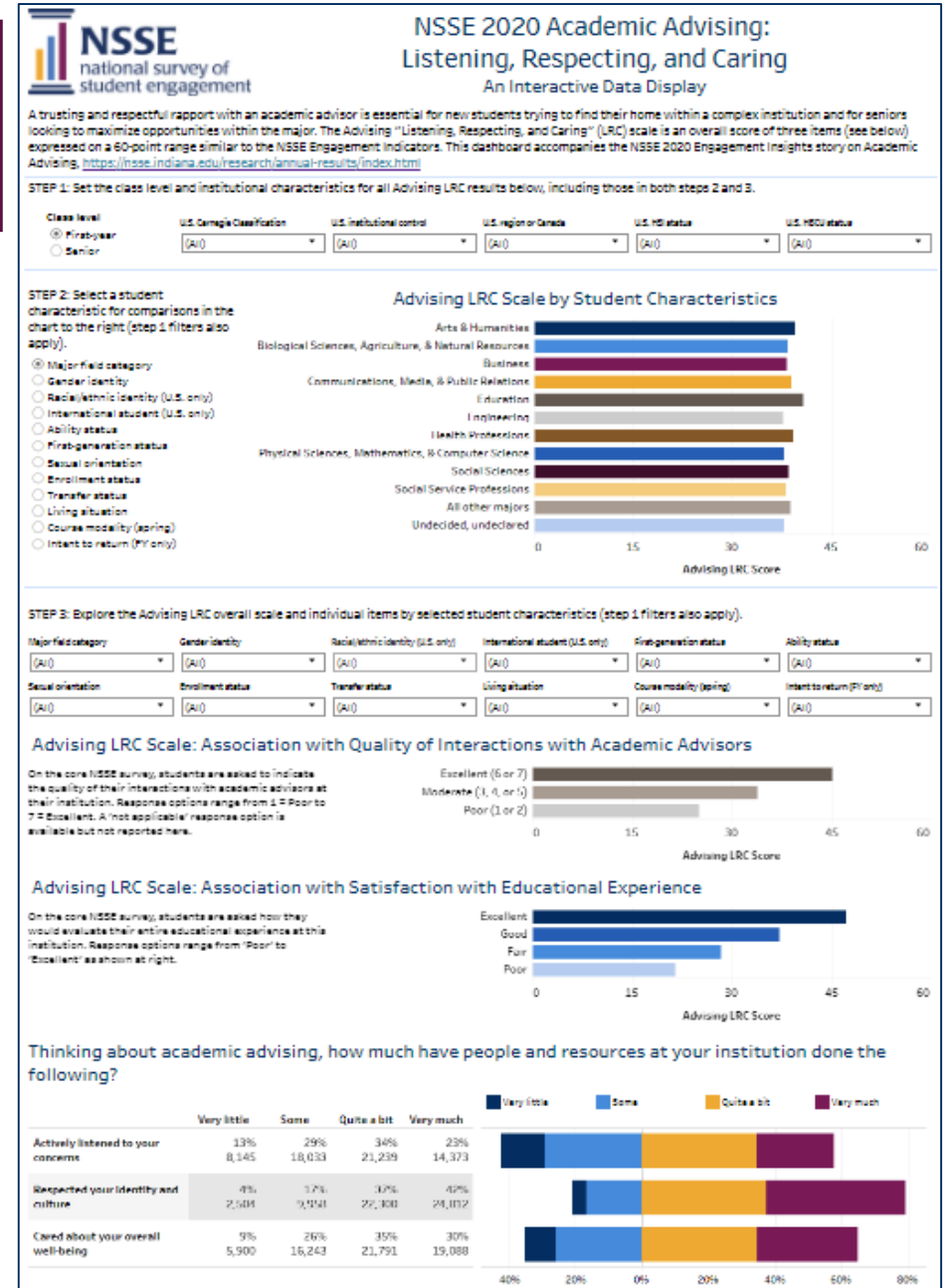
Our Tableau dashboard allows you to explore results by any combination of student and institution characteristics.

[Visit the Tableau dashboard](#)



Advising LRC by Student Identity

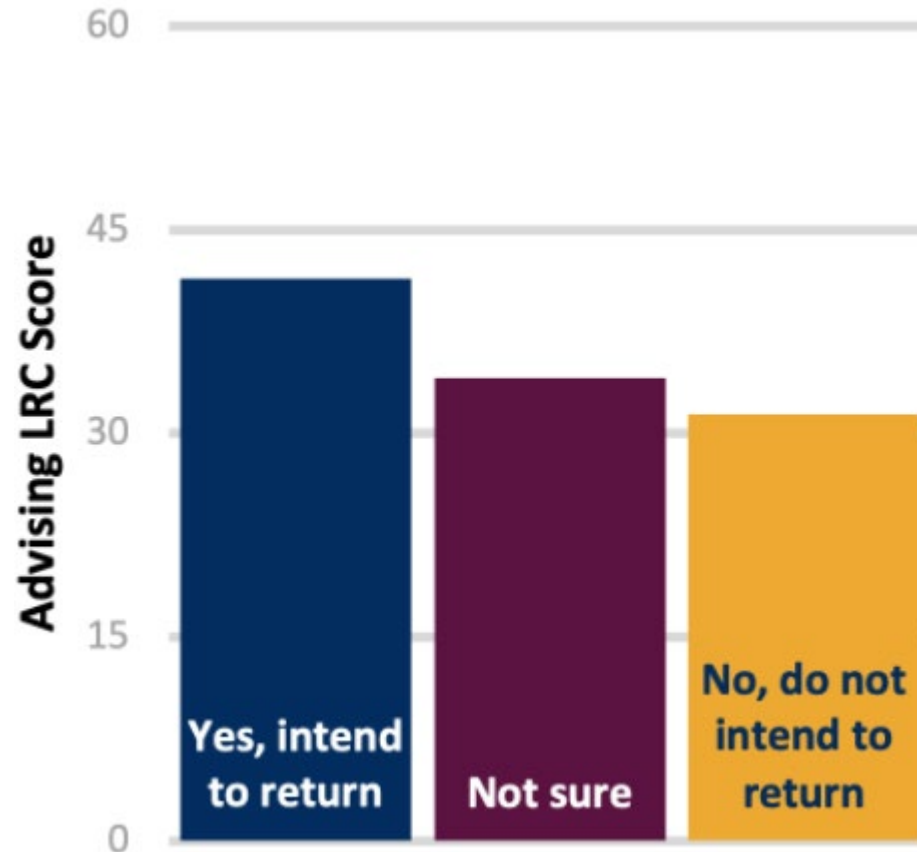
- The NSSE 2020 Academic Advising Tableau dashboard allows you to explore overall results as well as results by student identity.



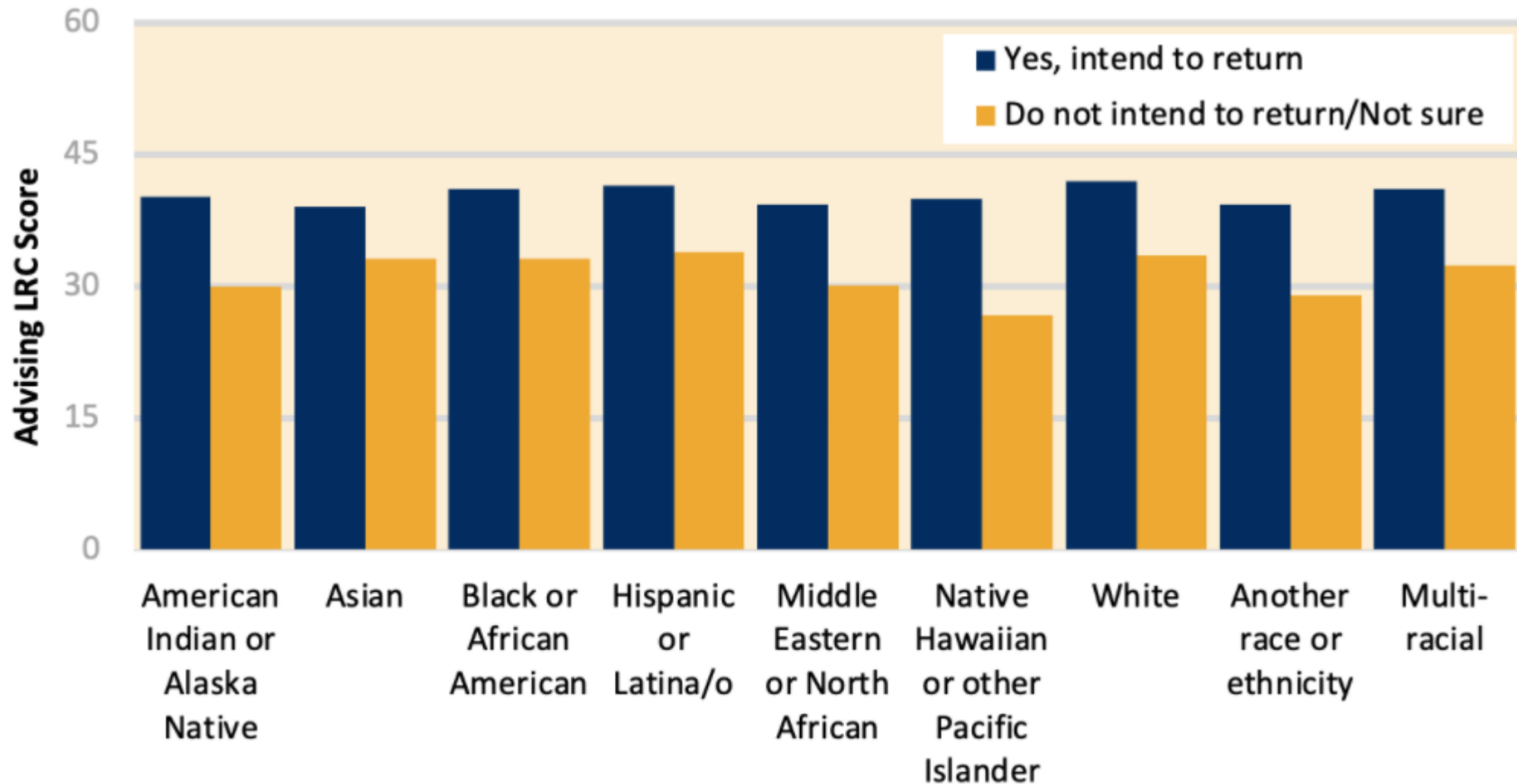
What other identity groups or institutional characteristics are of interest in relation to Advising?

LRC and Intention to Persist

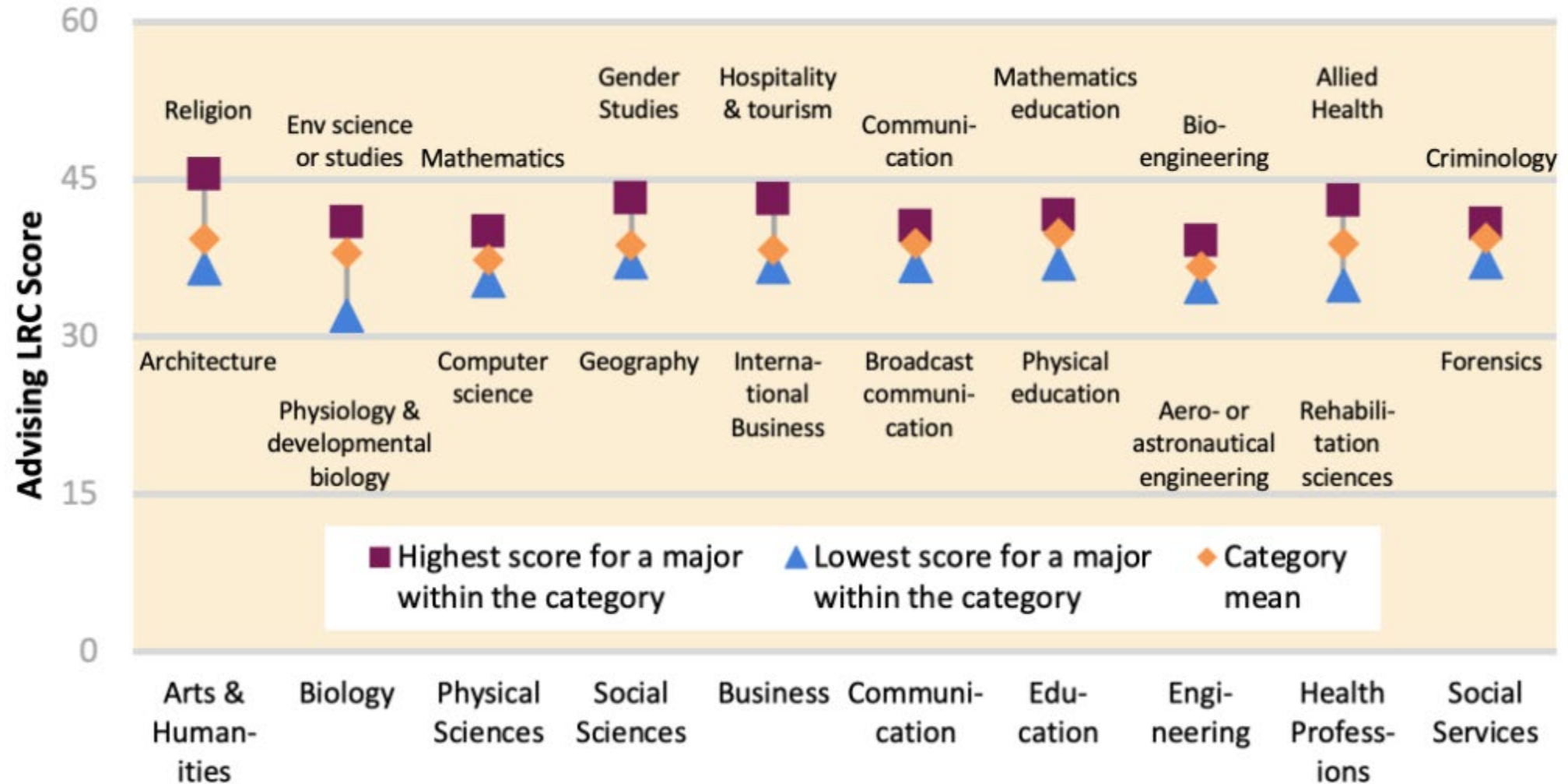
Not surprisingly, the higher the LRC score, the higher the intent to return for FY students



LRC and Intention to Persist by Race/Ethnicity



Importance of Advising LRC for Seniors by Major

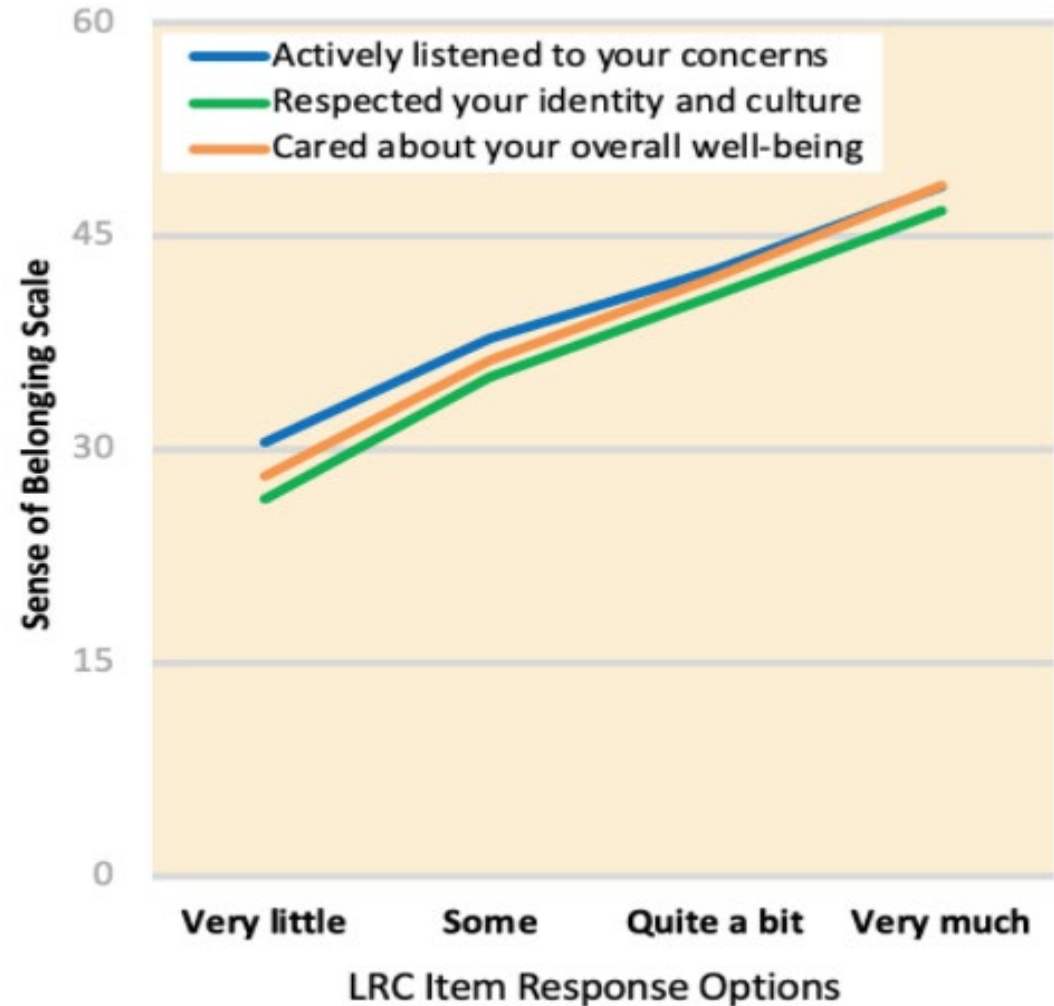


LRC and Sense of Belonging

LRC is also positively related to Sense of Belonging

Building a Sense of Community for All

nsse.indiana.edu/research/annual-results/index.html



Student Comments Complement Your Data and Give Students a Voice

My primary advisor has been the most helpful; he is always kind, respectful, and considerate when I interact with him, and that is incredibly helpful for me.

First-year student, Chemistry major

A professor that was not assigned as my academic advisor was most helpful to me because I was able to build a relationship with the professor and I felt she was the most invested in my overall well-being.

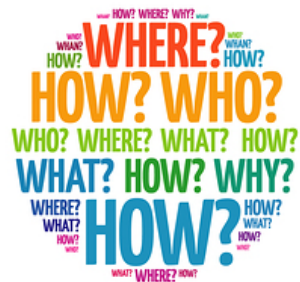
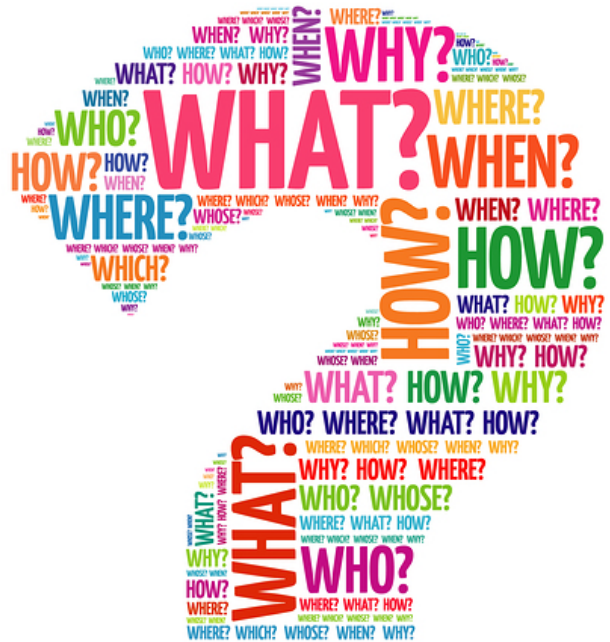
Senior, Agriculture major

Want to learn more about student comments on NSSE?

View the webinar "[Hearing the Students' Voice: Using NSSE Comments](#)" with Brendan Dugan and Samantha Silberstein, recorded in August of 2019.

Visit the [NSSE's main page about open-ended prompts](#) for additional resources.

What Questions do you have about your Results?



- What do you plan to examine in your results?
- Who might be interested in results?

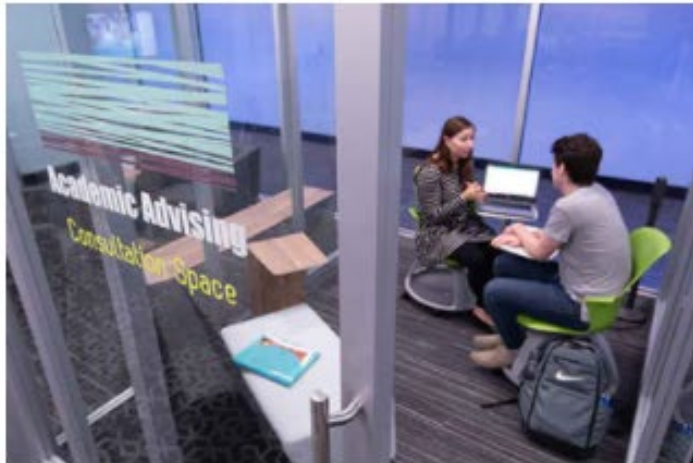


Institutional Examples of Advising Results



Learning from Institution Stories

How Do Institutions Use Their Advising Data?



Advising Module Informs Redesign at D'Youville

D'Youville's results from the Academic Advising Topical Module were consulted to shape the advisement model in the Student Success Center.



Using NSSE to Enhance Advising at IU Bloomington

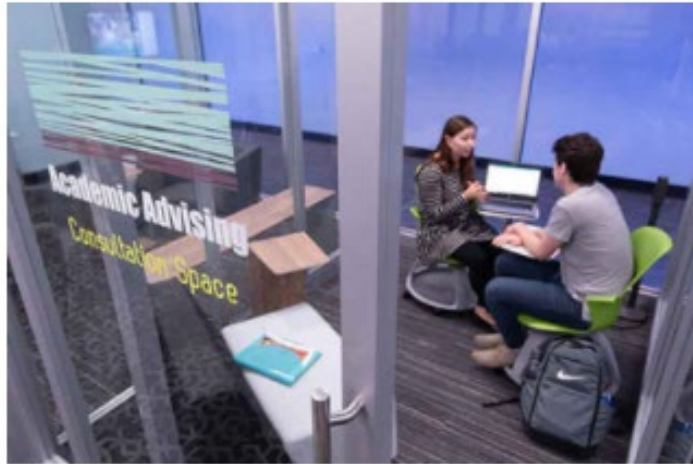
Indiana University Bloomington used NSSE and the advising module to augment the student experience and sharpen the focus on best practices.



Enhancing the Quality of Advising at the University of North Georgia

NSSE data guided UNG's Quality Enhancement Plan for improving and expanding advising.

Advising Module Informs Redesign at D'Youville



Advising Module Informs Redesign at D'Youville

D'Youville's results from the Academic Advising Topical Module were consulted to shape the advisement model in the Student Success Center.

- Opened new Student Success Center to provide academic advising
- Use NSSE data to shape advisement model: Previously, students reported that their advisors were not available when needed, and they did not feel they were receiving important information (programs, deadlines, services)
- With the new model, students are all assigned a professional academic advisor, a faculty mentor, and a career coach
- After the new model was implemented, more recent NSSE results show increased student satisfaction and experiences in advising, now on par or exceeding peer comparison institutions

Using NSSE to Enhance Advising at IU Bloomington



Using NSSE to Enhance Advising at IU Bloomington

Indiana University Bloomington used NSSE and the advising module to augment the student experience and sharpen the focus on best practices.

- Guided by NSSE 2019 Annual Results showing that the quality of advising is more important than number of advising visits, IUB explored the effect of longer appointment times (even by as little as 15 minutes) as a way to encourage more meaningful discussions
- Positive outcomes:
 - Contributed deeper interpersonal connections
 - Encouraged a greater likelihood of addressing topics beyond transactional exchanges (e.g., "How do I drop a class?") to students' goals, explorations, and opportunities
 - Helped advisors implement more best practices, including aspects from coaching models and appreciative advising

Enhancing the Quality of Advising at the University of North Georgia



Enhancing the Quality of Advising at the University of North Georgia

NSSE data guided UNG's Quality Enhancement Plan for improving and expanding advising.

- Used 5 years of NSSE data to monitor progress on SACSCOC Quality Enhancement Plan
- Implemented model of blended advising:
 - Begins with Professional Advisors for all students
 - Transitions to faculty advisors in junior and senior year
- Recent Academic Advising Topical Module results show improvement for FY students across multiple items: advisors being available when needed, offering prompt and accurate information, and providing outreach and follow-up
 - Also higher than peers on LRC scale

Read More about UNG and Advising



NSSE Survey Addresses Crucial Elements of Undergraduate Advising

December 14, 2020 | :



UNG | UNIVERSITY of
NORTH GEORGIA™

“University of North Georgia (UNG) has tried to elevate the quality of advising with its Quality Enhancement Plan (QEP), for which data from NSSE’s Academic Advising Topical Module played a role. It helped guide the development and monitor overall progress. “It was looking like the students didn’t feel the advisors were reliable or weren’t giving a lot of support,” said Terri Carroll, executive director, academic advising, UNG. “That was one of the data points we used when we were researching how to change to change our organizational model under our QEP.” UNG used internal data to examine how many times students changed majors and how many credits they amassed by graduation. Students are now informed about special opportunities, like internships and study abroad. “We had a lot of internal data as well, and we used all those data points to inform and make an overall change to our advising organizational model,” said Carroll, who noted that they have seen the positive impact of those changes.

<https://diverseeducation.com/article/199165/>

What's Still Lingerin? On Your Mind?

Questions from your peers:

- How are other schools using NSSE to assess advising?
- Can this module be used for accreditation? Etc.,
- How to encourage widespread adoption of advising best practices
- How can we inspire busy faculty members to be more attentive to first-year advising?
- Should annual faculty advisor training be required?
- How has academic advising changed over time? What is the future given the gentle transition to micro-credentialing/ CBE?



Thanks so much for joining us!

Find our slides and the recording of this webinar on the NSSE website nsse.indiana.edu/support-resources/webinars/index.html

Annual Results: nsse.indiana.edu/research/annual-results/index.html

Blog: [NSSEsightings.indiana.edu](https://nsse.sightings.indiana.edu)

@NSSEsurvey

