



Academic Advising: National Survey of Student Engagement-2020 and 2022

The following analysis summarizes areas in which Marshall's students' responses had effect sizes that were significantly higher or lower than those of the comparison cohorts. NOTE: BLANK CELLS INDICATE NO SIGNIFICANT DIFFERENCE BETWEEN MARSHALL AND THE COHORT. For a complete report that includes all items where Marshall's responses were commensurate with the comparison cohort, please refer to the reports following this and the 2020 summary for 2020 and 2022 reports.

- During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?

Individuals	Marshall Mean				Cohort Mean				Effect Size				Interpretation			
	FR		SR		FR		SR		FR		SR		FR		SR	
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022
Academic advisor, faculty, or staff assigned to advise you	2.3		2.3		2.0		2.1		0.27		0.13		Higher than cohort		Higher than cohort	
Faculty or instructors not assigned to advise you	1.2		1.7	1.5	1.0		1.4	1.4	0.16		0.22	0.12	Higher than cohort		Higher than cohort	Higher than cohort
Student services staff (career services, academic support, Trio, etc.)			0.8	0.7			0.9	0.9			-0.11	-0.12			Lower than cohort	Lower than cohort
Success or academic coach	0.5	0.6	0.4	0.4	0.7	0.8	0.5	0.6	-0.14	-0.19	-0.13	-0.04	Lower than cohort	Lower than cohort	Lower than cohort	Lower than cohort
Peer advisor or mentor	1.0	1.0			1.1	1.1			-0.10	-0.10			Lower than cohort	Lower than cohort		

- If answered "0" to 1a, 1b, or 1c, do you know how to contact (in person, email, phone, or online) an advisor at your institution? All Marshall students who answered this question responded in the affirmative (2020). Only one (out of four) freshman and one (out of 14) seniors responded negatively in 2022.

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

Items	Marshall Mean				Cohort Mean				Effect Size				Interpretation				
	FR		SR		FR		SR		FR		SR		FR		SR		
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	
Been available as needed				2.7				2.8				-0.14					Lower than cohort
Provided prompt and accurate information				2.7				2.8				-0.16					Lower than cohort
Provided information about learning support services (tutoring, writing center, success skills, etc.)				2.5				2.7				-0.20					Lower than cohort
Notified you of important policies and deadlines		2.9	2.8			2.8	2.7			0.12	0.15			Higher than cohort	Higher than cohort		
Reached out to you about your academic progress of performance		2.5	2.3			2.3	2.1			0.15	0.16			Higher than cohort	Higher than cohort		
Followed up with you regarding something they recommended		2.5	2.3			2.4	2.2			0.11	0.12			Higher than cohort	Higher than cohort		
Cared about your overall well-being			2.9				2.7				0.11				Higher than cohort		

4. Thinking about academic advising, how often did someone at the institution discuss the following with you?

Items	Marshall Mean				Cohort Mean				Effect Size				Interpretation			
	FR		SR		FR		SR		FR		SR		FR		SR	
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022
Your academic goals and future plans	3.5		3.4		3.3		3.2		0.19		0.16		Higher than cohort		Higher than cohort	
How your major or expected major relates to your goals and future plans	3.5		3.5		3.3		3.2		0.17		0.18		Higher than cohort		Higher than cohort	
Special Opportunities (study abroad, internship, service-learning, research, etc.)		2.8				3.0				-0.12			Lower than cohort			
Participates in co-curricular activities (organizations or clubs, performing arts, sports, etc.)			2.8				2.6				0.15				Higher than cohort	
Resources for your well-being (health, counseling, financial guidance, etc.)		3.3				3.1				0.17				Higher than cohort		

5. How much have each of the following helped you develop your academic goals and future plans?

Individuals	Marshall Mean				Cohort Mean				Effect Size				Interpretation			
	FR		SR		FR		SR		FR		SR		FR		SR	
	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022	2020	2022
Academic advisor, faculty, or staff assigned to advise you	2.6			2.4	2.4			2.6	0.11			-0.15	Higher than cohort			Lower than cohort
Academic advisor(s) available to any student				2.1				2.2				-0.16				Lower than cohort
Faculty or instructors not assigned to advise you	2.2		2.5		2.1		2.2		0.16		0.27		Higher than cohort		Higher than cohort	
Online advising system (degree progress report, etc.)	2.3	2.4	2.5		2.1	2.2	2.2		0.19	0.16	0.24		Higher than cohort	Higher than cohort	Higher than cohort	
Website, catalog, or other published sources				2.1				2.3				-0.18				Lower than cohort
Student services staff (career services, academic support, Trio, etc.)				1.7				2.0				-0.22				Lower than cohort
Success or academic coach				1.5				1.9				-0.35				Lower than cohort
Peer advisor or mentor				1.9				2.0				-0.16				Lower than cohort
Friends or other students		2.9					2.7			0.24				Higher than cohort		
Family members		3.0					2.8			0.17				Higher than cohort		

NSSE 2022 Topical Module Report

Academic Advising

Marshall University

This module 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.

Comparison group details are in the online Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface. A PDF copy is also saved in your report download folder.

This page intentionally left blank.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0	0	15	5	1,719	5	2.5	2.4	.03
		1	1	72	17	6,139	17			
		2	2	118	29	10,659	29			
		3	3	90	24	9,456	26			
		4	4 or more	100	24	8,091	22			
		—	Not applicable	3	1	373	1			
			Total	398	100	36,437	100			
b. Academic advisor(s) available to any student	AAD01b	0	0	119	30	11,201	31	1.6	1.5	.05
		1	1	78	20	7,072	20			
		2	2	76	20	6,847	19			
		3	3	50	12	5,327	14			
		4	4 or more	59	15	4,324	12			
		—	Not applicable	15	4	1,507	4			
			Total	397	100	36,278	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD01c	0	0	166	41	15,860	44	1.2	1.1	.08
		1	1	71	17	6,571	18			
		2	2	71	18	5,636	15			
		3	3	38	10	3,489	9			
		4	4 or more	30	8	2,714	7			
		—	Not applicable	21	6	1,986	6			
			Total	397	100	36,256	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0	0	215	54	18,988	53	0.9	0.9	-.02
		1	1	59	15	5,648	15			
		2	2	53	14	4,472	12			
		3	3	29	7	2,867	8			
		4	4 or more	23	6	2,314	6			
		—	Not applicable	17	5	1,921	6			
			Total	396	100	36,210	100			
e. Success or academic coach	AAD01e	0	0	277	70	22,072	61	0.6	0.8 ***	-0.19 ▽
		1	1	39	10	3,839	10			
		2	2	24	6	3,192	9			
		3	3	20	5	2,609	7			
		4	4 or more	15	4	2,328	6			
		—	Not applicable	22	6	2,233	7			
			Total	397	100	36,273	100			
f. Peer advisor or mentor	AAD01f	0	0	204	52	17,151	48	1.0	1.1 *	-0.10 ▽
		1	1	55	13	5,485	15			
		2	2	59	15	4,639	13			
		3	3	35	9	3,374	9			
		4	4 or more	27	7	3,703	10			
		—	Not applicable	16	4	1,915	6			
			Total	396	100	36,267	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Other, please specify:	AAD01g	0	0	12	31	1,015	32			
		1	1	2	7	158	5			
		2	2	2	9	168	6			
		3	3	3	7	180	6			
		4	4 or more	9	26	728	24			
		—	Not applicable	7	21	845	27			
			Total	35	100	3,094	100			
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?]										
	AAD02		No	1	15	109	12			
			Yes	3	85	691	74			
			Unsure	0	0	122	14			
			Total	4	100	922	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?										
a. Been available when needed	AAD03a	1	Very little	23	6	1,951	6	2.9	2.9	.03
		2	Some	94	24	9,006	25			
		3	Quite a bit	173	44	15,537	43			
		4	Very much	97	25	8,790	24			
		—	Not applicable	5	1	800	2			
			Total	392	100	36,084	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	22	5	1,871	5	2.9	2.9	.03
		2	Some	91	23	8,875	25			
		3	Quite a bit	174	44	15,534	43			
		4	Very much	98	26	8,897	25			
		—	Not applicable	5	2	719	2			
			Total	390	100	35,896	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	25	6	2,219	6	2.9	2.9	.03
		2	Some	91	23	8,422	24			
		3	Quite a bit	157	42	14,461	40			
		4	Very much	109	27	9,676	26			
		—	Not applicable	9	3	1,182	4			
			Total	391	100	35,960	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	33	8	2,911	8	2.9	2.8 *	.12
		2	Some	80	20	8,889	25			
		3	Quite a bit	154	40	14,113	39			
		4	Very much	119	31	9,217	26			
		—	Not applicable	5	1	840	2			
			Total	391	100	35,970	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	85	21	9,047	26	2.5	2.3 **	.15
		2	Some	102	26	9,900	27			
		3	Quite a bit	105	27	8,880	24			
		4	Very much	76	20	5,890	16			
		—	Not applicable	21	6	2,233	7			
			Total	389	100	35,950	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	75	18	7,644	22	2.5	2.4 *	.11
		2	Some	99	26	9,885	27			
		3	Quite a bit	103	27	9,589	26			
		4	Very much	73	19	5,689	16			
		—	Not applicable	40	10	3,128	9			
			Total	390	100	35,935	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		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Asked questions about your educational background and needs	AAD03g	1	Very little	108	27	9,697	27	2.3	2.3	.06
		2	Some	99	25	9,947	28			
		3	Quite a bit	104	26	8,501	23			
		4	Very much	59	16	5,027	14			
		—	Not applicable	20	5	2,744	8			
		Total		390	100	35,916	100			
h. Actively listened to your concerns	AAD03h	1	Very little	39	10	3,733	11	2.8	2.7	.04
		2	Some	107	27	9,599	27			
		3	Quite a bit	131	33	11,931	33			
		4	Very much	94	25	8,143	22			
		—	Not applicable	18	5	2,469	7			
		Total		389	100	35,875	100			
i. Respected your identity and culture	AAD03i	1	Very little	10	2	1,047	3	3.2	3.2	.08
		2	Some	56	15	5,274	15			
		3	Quite a bit	115	30	12,215	34			
		4	Very much	166	42	13,352	37			
		—	Not applicable	42	11	3,991	12			
		Total		389	100	35,879	100			
j. Cared about your overall well-being	AAD03j	1	Very little	23	6	2,584	8	3.0	2.9	.08
		2	Some	95	24	8,553	24			
		3	Quite a bit	134	34	12,137	33			
		4	Very much	121	32	10,580	29			
		—	Not applicable	17	5	2,059	6			
		Total		390	100	35,913	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	16	3	1,627	5	3.5	3.4	.08
		2	Rarely	46	13	4,786	14			
		3	Sometimes	126	32	11,224	31			
		4	Often	112	29	10,358	29			
		5	Very often	82	21	6,951	19			
		—	Not applicable	7	2	795	2			
		Total		389	100	35,741	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	28	7	2,055	6	3.5	3.5	.03
		2	Rarely	38	10	4,473	13			
		3	Sometimes	117	30	10,048	28			
		4	Often	113	29	10,736	30			
		5	Very often	85	22	7,508	21			
		—	Not applicable	7	2	870	3			
		Total		388	100	35,690	100			
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	80	19	4,657	13	2.8	3.0 *	-0.12
		2	Rarely	76	20	7,057	20			
		3	Sometimes	108	28	10,585	30			
		4	Often	55	15	7,257	20			
		5	Very often	51	14	4,527	12			
		—	Not applicable	19	5	1,591	5			
		Total		389	100	35,674	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	64	16	4,886	14	2.9	2.9	-.01
		2	Rarely	73	18	7,142	20			
		3	Sometimes	122	32	10,588	30			
		4	Often	57	15	7,073	19			
		5	Very often	50	13	4,223	12			
		—	Not applicable	22	6	1,693	5			
			Total	388	100	35,605	100			
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	38	10	3,675	11	3.3	3.1 ***	.17 △
		2	Rarely	53	13	6,241	18			
		3	Sometimes	111	30	11,351	32			
		4	Often	97	24	8,177	22			
		5	Very often	74	19	4,823	13			
		—	Not applicable	15	4	1,388	4			
			Total	388	100	35,655	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	62	16	5,054	14	2.6	2.6	.00
		2	Some	114	29	10,574	30			
		3	Quite a bit	126	32	11,635	33			
		4	Very much	82	22	7,126	20			
		—	Not applicable	4	1	1,095	3			
			Total	388	100	35,484	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	96	25	7,472	21	2.3	2.3	-.02
		2	Some	87	22	9,093	26			
		3	Quite a bit	88	22	7,580	21			
		4	Very much	50	13	4,267	12			
		—	Not applicable	68	18	7,027	20			
			Total	389	100	35,439	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	109	27	8,950	25	2.2	2.1	.06
		2	Some	81	21	8,777	25			
		3	Quite a bit	73	19	5,852	16			
		4	Very much	38	11	3,115	9			
		—	Not applicable	86	22	8,708	25			
			Total	387	100	35,402	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	78	21	8,277	23	2.4	2.2 **	.16 △
		2	Some	87	23	8,686	25			
		3	Quite a bit	80	19	6,666	19			
		4	Very much	68	17	3,887	11			
		—	Not applicable	76	20	7,883	22			
			Total	389	100	35,399	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	79	20	7,918	22	2.3	2.2	.10
		2	Some	107	28	10,110	29			
		3	Quite a bit	75	19	7,218	21			
		4	Very much	55	14	3,718	11			
		—	Not applicable	73	19	6,403	18			
			Total	389	100	35,367	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	109	27	9,766	28	2.1	2.0	.08
		2	Some	74	20	8,273	23			
		3	Quite a bit	60	15	4,957	14			
		4	Very much	38	10	2,856	8			
		—	Not applicable	108	27	9,495	27			
			Total	389	100	35,347	100			
g. Success or academic coach	AAD05g	1	Very little	102	26	9,123	26	2.0	2.0	.00
		2	Some	55	15	6,494	18			
		3	Quite a bit	41	11	4,417	12			
		4	Very much	31	9	2,888	8			
		—	Not applicable	161	40	12,439	36			
			Total	390	100	35,361	100			
h. Peer advisor or mentor	AAD05h	1	Very little	103	26	8,510	24	2.1	2.1	.01
		2	Some	80	21	7,861	22			
		3	Quite a bit	65	16	5,569	16			
		4	Very much	38	10	3,283	9			
		—	Not applicable	103	26	10,138	29			
			Total	389	100	35,361	100			
i. Friends or other students	AAD05i	1	Very little	28	7	3,569	11	2.9	2.7 ***	.24 △
		2	Some	90	22	10,328	29			
		3	Quite a bit	137	35	11,875	33			
		4	Very much	113	30	7,808	22			
		—	Not applicable	21	6	1,830	6			
			Total	389	100	35,410	100			
j. Family members	AAD05j	1	Very little	32	8	3,408	10	3.0	2.8 ***	.17 △
		2	Some	76	20	8,635	25			
		3	Quite a bit	118	29	11,196	31			
		4	Very much	144	38	10,763	30			
		—	Not applicable	16	5	1,310	4			
			Total	386	100	35,312	100			
k. Other, please specify:	AAD05k	1	Very little	1	7	25	3			
		2	Some	1	13	53	6			
		3	Quite a bit	1	7	87	8			
		4	Very much	3	22	176	17			
		—	Not applicable	6	50	716	67			
			Total	12	100	1,057	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 234 first-year students and 187 seniors. Responses are provided in your NSSE22 Student Comments Report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, how many times have you discussed your academic interests, course selections, or academic performance with the following individuals?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD01a	0	0	32	10	4,286	10	2.3	2.3	.01
		1	1	53	18	9,165	20			
		2	2	79	25	10,996	24			
		3	3	66	21	8,293	18			
		4	4 or more	78	24	12,755	26			
		—	Not applicable	4	1	689	2			
			Total	312	100	46,184	100			
b. Academic advisor(s) available to any student	AAD01b	0	0	121	40	15,845	35	1.3	1.5	-.09
		1	1	55	18	8,322	18			
		2	2	50	16	7,100	15			
		3	3	29	10	5,197	11			
		4	4 or more	42	13	6,945	14			
		—	Not applicable	12	4	2,553	6			
			Total	309	100	45,962	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD01c	0	0	109	35	17,643	40	1.5	1.4 *	.12
		1	1	60	18	7,229	16			
		2	2	49	16	7,110	15			
		3	3	27	9	4,864	10			
		4	4 or more	53	17	6,056	13			
		—	Not applicable	13	4	3,060	7			
			Total	311	100	45,962	100			
d. Student services staff (career services, academic support, Trio, etc.)	AAD01d	0	0	193	63	25,037	55	0.7	0.9 *	-.12
		1	1	34	11	6,558	14			
		2	2	42	14	4,887	10			
		3	3	12	3	3,110	7			
		4	4 or more	16	5	3,117	6			
		—	Not applicable	13	4	3,265	7			
			Total	310	100	45,974	100			
e. Success or academic coach	AAD01e	0	0	243	79	30,599	67	0.4	0.6 ***	-.18
		1	1	17	5	3,629	8			
		2	2	16	5	2,871	6			
		3	3	6	2	2,299	5			
		4	4 or more	11	4	2,479	5			
		—	Not applicable	17	5	4,129	9			
			Total	310	100	46,006	100			
f. Peer advisor or mentor	AAD01f	0	0	203	65	27,311	60	0.8	0.8	-.04
		1	1	29	9	4,169	9			
		2	2	20	6	3,667	8			
		3	3	16	5	2,810	6			
		4	4 or more	27	9	3,887	8			
		—	Not applicable	15	5	4,175	9			
			Total	310	100	46,019	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		
				Marshall		Academic Advising		Marshall	Academic Advising	
				Count	%	Count	%	Mean	Mean	Effect size ^d
g. Other, please specify:	AAD01g	0	0	14	35	1,277	33			
		1	1	2	5	144	4			
		2	2	0	0	161	4			
		3	3	3	8	177	5			
		4	4 or more	10	25	823	22			
		—	Not applicable	10	26	1,128	31			
		Total		39	100	3,710	100			
2. [If answered "0" to 1a., 1b., and 1c.] Do you know how to contact (in person, email, phone, or online) an advisor at your institution?^j										
	AAD02	No		1	8	161	7			
		Yes		11	79	1,898	86			
		Unsure		2	13	133	6			
		Total		14	100	2,192	100			
3. Thinking about academic advising, how much have people and resources at your institution done the following?^k										
a. Been available when needed	AAD03a	1	Very little	31	10	3,709	9	2.7	2.8 *	-0.14
		2	Some	81	26	11,627	26			
		3	Quite a bit	134	44	16,995	36			
		4	Very much	58	18	12,501	27			
		—	Not applicable	6	2	1,057	2			
		Total		310	100	45,889	100			
b. Provided prompt and accurate information	AAD03b	1	Very little	29	9	3,786	9	2.7	2.8 ***	-0.16
		2	Some	95	31	11,521	25			
		3	Quite a bit	117	39	17,015	37			
		4	Very much	62	19	12,300	27			
		—	Not applicable	6	2	987	2			
		Total		309	100	45,609	100			
c. Provided information about learning support services (tutoring, writing center, success skills, etc.)	AAD03c	1	Very little	43	14	5,065	12	2.5	2.7 ***	-0.20
		2	Some	96	31	12,156	27			
		3	Quite a bit	90	30	14,685	31			
		4	Very much	52	16	10,898	23			
		—	Not applicable	27	9	2,958	7			
		Total		308	100	45,762	100			
d. Notified you of important policies and deadlines	AAD03d	1	Very little	35	12	4,915	11	2.8	2.8	-0.05
		2	Some	79	25	10,976	24			
		3	Quite a bit	107	36	15,932	34			
		4	Very much	78	25	12,505	27			
		—	Not applicable	9	3	1,399	3			
		Total		308	100	45,727	100			
e. Reached out to you about your academic progress or performance	AAD03e	1	Very little	78	26	12,564	29	2.3	2.3	.05
		2	Some	81	26	11,749	25			
		3	Quite a bit	79	26	9,926	21			
		4	Very much	51	16	8,330	18			
		—	Not applicable	20	6	3,175	7			
		Total		309	100	45,744	100			
f. Followed up with you regarding something they recommended	AAD03f	1	Very little	80	26	11,064	25	2.4	2.4	.00
		2	Some	68	22	11,379	25			
		3	Quite a bit	77	26	10,378	22			
		4	Very much	52	16	8,251	18			
		—	Not applicable	30	9	4,600	10			
		Total		307	100	45,672	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		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
g. Asked questions about your educational background and needs	AAD03g	1	Very little	109	36	13,436	30	2.1	2.2	-.09
		2	Some	71	23	11,508	25			
		3	Quite a bit	66	23	9,368	20			
		4	Very much	42	13	7,492	16			
		—	Not applicable	21	6	3,881	9			
		Total		309	100	45,685	100			
h. Actively listened to your concerns	AAD03h	1	Very little	41	14	5,874	13	2.6	2.7	-.08
		2	Some	89	29	11,539	25			
		3	Quite a bit	89	29	13,365	29			
		4	Very much	72	22	11,887	26			
		—	Not applicable	16	5	3,004	7			
		Total		307	100	45,669	100			
i. Respected your identity and culture	AAD03i	1	Very little	15	6	2,153	5	3.1	3.2	-.04
		2	Some	44	14	6,532	14			
		3	Quite a bit	92	30	13,463	29			
		4	Very much	112	35	17,039	37			
		—	Not applicable	45	14	6,468	15			
		Total		308	100	45,655	100			
j. Cared about your overall well-being	AAD03j	1	Very little	32	11	4,737	11	2.8	2.8	-.08
		2	Some	80	26	10,328	23			
		3	Quite a bit	97	32	13,134	28			
		4	Very much	84	26	14,276	30			
		—	Not applicable	16	5	3,222	8			
		Total		309	100	45,697	100			
4. Thinking about academic advising, about how often did someone at your institution discuss the following with you?										
a. Your academic goals and future plans	AAD04a	1	Never	15	5	3,033	7	3.5	3.4	.06
		2	Rarely	41	14	6,543	15			
		3	Sometimes	99	34	12,964	29			
		4	Often	79	25	11,679	25			
		5	Very often	69	21	10,129	21			
		—	Not applicable	4	1	1,157	3			
		Total		307	100	45,505	100			
b. How your major or expected major relates to your goals and future plans	AAD04b	1	Never	21	7	3,788	9	3.5	3.4	.05
		2	Rarely	42	14	6,149	14			
		3	Sometimes	82	28	11,565	26			
		4	Often	78	25	11,716	25			
		5	Very often	76	24	10,920	23			
		—	Not applicable	6	2	1,320	3			
Total		305	100	45,458	100					
c. Special opportunities (study abroad, internship, service-learning, research, etc.)	AAD04c	1	Never	59	19	7,217	16	2.8	3.0	-.09
		2	Rarely	65	22	8,006	18			
		3	Sometimes	79	27	11,565	26			
		4	Often	42	14	8,383	18			
		5	Very often	48	15	6,812	14			
		—	Not applicable	13	4	3,463	8			
Total		306	100	45,446	100					

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
d. Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	AAD04d	1	Never	70	23	9,330	21	2.7	2.7	-.01
		2	Rarely	57	20	8,930	20			
		3	Sometimes	78	25	10,391	23			
		4	Often	45	14	6,813	15			
		5	Very often	38	12	5,485	12			
		—	Not applicable	19	6	4,421	10			
			Total	307	100	45,370	100			
e. Resources for your well-being (health, counseling, financial guidance, etc.)	AAD04e	1	Never	57	18	7,587	17	2.7	2.9	-.09
		2	Rarely	74	24	8,789	19			
		3	Sometimes	82	28	12,427	27			
		4	Often	41	13	7,540	16			
		5	Very often	39	12	5,851	12			
		—	Not applicable	14	4	3,223	7			
			Total	307	100	45,417	100			
5. How much have each of the following helped you develop your academic goals and future plans?										
a. Academic advisor, faculty, or staff assigned to advise you	AAD05a	1	Very little	73	25	8,313	19	2.4	2.6 *	-.15
		2	Some	88	29	11,977	27			
		3	Quite a bit	72	23	12,598	27			
		4	Very much	65	20	10,768	23			
		—	Not applicable	8	3	1,581	4			
			Total	306	100	45,237	100			
b. Academic advisor(s) available to any student	AAD05b	1	Very little	97	33	10,954	25	2.1	2.2 **	-.16
		2	Some	67	23	10,508	23			
		3	Quite a bit	55	17	8,116	17			
		4	Very much	34	10	6,344	14			
		—	Not applicable	54	17	9,265	21			
			Total	307	100	45,187	100			
c. Faculty or instructor(s) <i>not</i> assigned to advise you	AAD05c	1	Very little	73	24	10,190	23	2.3	2.3	.04
		2	Some	73	24	10,394	22			
		3	Quite a bit	62	21	8,296	18			
		4	Very much	50	16	6,465	14			
		—	Not applicable	49	15	9,829	22			
			Total	307	100	45,174	100			
d. Online advising system (degree progress report, etc.)	AAD05d	1	Very little	75	25	9,968	22	2.4	2.4	-.02
		2	Some	65	22	9,865	22			
		3	Quite a bit	75	24	9,352	21			
		4	Very much	59	19	8,197	19			
		—	Not applicable	33	10	7,769	16			
			Total	307	100	45,151	100			
e. Website, catalog, or other published sources	AAD05e	1	Very little	88	30	10,305	23	2.1	2.3 **	-.18
		2	Some	73	24	11,662	26			
		3	Quite a bit	59	19	9,142	21			
		4	Very much	36	11	6,467	15			
		—	Not applicable	50	16	7,547	16			
			Total	306	100	45,123	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Marshall		Academic Advising		Marshall	Academic Advising	Effect size ^d
				Count	%	Count	%	Mean	Mean	
f. Student services staff (career services, academic support, Trio, etc.)	AAD05f	1	Very little	125	43	14,144	32	1.7	2.0 ***	-0.22
		2	Some	61	19	9,324	20			
		3	Quite a bit	24	8	5,378	12			
		4	Very much	25	8	4,174	9			
		—	Not applicable	71	23	12,096	27			
			Total	306	100	45,116	100			
g. Success or academic coach	AAD05g	1	Very little	114	39	12,969	29	1.5	1.9 ***	-0.35
		2	Some	36	12	6,139	13			
		3	Quite a bit	15	5	4,048	9			
		4	Very much	10	3	3,466	7			
		—	Not applicable	130	42	18,444	41			
			Total	305	100	45,066	100			
h. Peer advisor or mentor	AAD05h	1	Very little	93	32	11,791	27	1.9	2.0 *	-0.16
		2	Some	53	17	6,816	15			
		3	Quite a bit	29	10	4,907	11			
		4	Very much	19	6	4,016	9			
		—	Not applicable	111	35	17,571	39			
			Total	305	100	45,101	100			
i. Friends or other students	AAD05i	1	Very little	39	13	5,063	12	2.7	2.7	-0.01
		2	Some	79	27	11,502	26			
		3	Quite a bit	90	28	13,382	29			
		4	Very much	85	27	11,266	25			
		—	Not applicable	12	4	3,926	9			
			Total	305	100	45,139	100			
j. Family members	AAD05j	1	Very little	43	15	5,944	14	2.7	2.8	-0.02
		2	Some	71	24	10,386	23			
		3	Quite a bit	84	27	12,224	27			
		4	Very much	86	29	13,445	29			
		—	Not applicable	19	6	3,024	7			
			Total	303	100	45,023	100			
k. Other, please specify:	AAD05k	1	Very little	2	13	41	3			
		2	Some	2	14	70	4			
		3	Quite a bit	1	5	112	9			
		4	Very much	2	13	335	24			
		—	Not applicable	9	55	905	60			
			Total	16	100	1,463	100			

6. Regarding academic advising, who has been the most helpful and in what way?

This final question asked students to respond in an open text box. Comments were recorded for 234 first-year students and 187 seniors. Responses are provided in your NSSE22 Student Comments Report and in a separate SPSS data file.

These open-ended responses appear exactly as respondents entered them and may not be suitable for distribution without prior review.

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Marshall	Academic Advising	Marshall	Academic Advising	Marshall	Academic Advising			
AAD01a	395	2.47	2.43	.059	.005	1.17	1.16	49,655	.538	.03
AAD01b	382	1.62	1.55	.073	.006	1.43	1.39	47,808	.339	.05
AAD01c	373	1.23	1.13	.069	.006	1.33	1.31	47,065	.125	.08
AAD01d	377	0.90	0.93	.064	.006	1.24	1.27	47,100	.656	-.02
AAD01e	375	0.55	0.79	.056	.006	1.09	1.27	382	.000	-.19
AAD01f	380	1.00	1.15	.067	.006	1.31	1.40	386	.035	-.10
AAD03a	386	2.90	2.87	.043	.004	0.85	0.85	48,542	.496	.03
AAD03b	383	2.92	2.89	.043	.004	0.84	0.84	48,395	.536	.03
AAD03c	381	2.92	2.89	.045	.004	0.87	0.88	47,805	.531	.03
AAD03d	385	2.95	2.84	.046	.004	0.91	0.91	48,368	.019	.12
AAD03e	367	2.48	2.33	.055	.005	1.06	1.06	46,318	.005	.15
AAD03f	351	2.51	2.40	.055	.005	1.04	1.03	45,103	.049	.11
AAD03g	369	2.32	2.26	.055	.005	1.06	1.04	45,645	.253	.06
AAD03h	371	2.76	2.72	.050	.004	0.96	0.96	45,868	.449	.04
AAD03i	345	3.25	3.18	.045	.004	0.83	0.83	43,632	.146	.08
AAD03j	371	2.96	2.89	.047	.004	0.91	0.94	46,446	.133	.08
AAD04a	380	3.52	3.44	.055	.005	1.08	1.11	48,036	.137	.08
AAD04b	379	3.49	3.47	.060	.005	1.16	1.15	47,841	.625	.03
AAD04c	369	2.83	2.98	.068	.006	1.31	1.23	373	.028	-.12
AAD04d	364	2.92	2.93	.066	.006	1.26	1.22	46,556	.817	-.01
AAD04e	371	3.30	3.10	.064	.006	1.23	1.19	47,006	.001	.17
AAD05a	383	2.60	2.60	.051	.004	1.00	0.97	47,207	.984	.00
AAD05b	320	2.28	2.30	.060	.005	1.07	1.02	39,000	.787	-.02
AAD05c	304	2.17	2.11	.061	.005	1.06	1.00	307	.308	.06
AAD05d	311	2.41	2.24	.062	.005	1.09	1.03	314	.007	.16
AAD05e	314	2.34	2.24	.058	.005	1.03	0.99	40,004	.065	.10
AAD05f	282	2.12	2.03	.064	.005	1.07	1.00	285	.191	.08
AAD05g	236	2.04	2.04	.071	.006	1.10	1.04	31,280	.944	.00
AAD05h	287	2.15	2.14	.062	.006	1.06	1.03	34,580	.826	.01
AAD05i	365	2.92	2.69	.049	.004	0.93	0.95	370	.000	.24
AAD05j	368	3.02	2.84	.051	.005	0.98	0.98	46,671	.001	.17

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		Marshall	Academic Advising	Marshall	Academic Advising	Marshall	Academic Advising			
AAD01a	309	2.32	2.30	.074	.006	1.30	1.33	58,312	.805	.01
AAD01b	298	1.35	1.48	.083	.006	1.43	1.47	55,687	.135	-.09
AAD01c	300	1.53	1.36	.087	.006	1.50	1.46	54,995	.043	.12
AAD01d	298	0.72	0.87	.067	.005	1.16	1.27	301	.020	-.12
AAD01e	295	0.39	0.60	.057	.005	0.98	1.17	298	.000	-.18
AAD01f	296	0.78	0.83	.078	.006	1.34	1.34	53,705	.482	-.04
AAD03a	304	2.71	2.84	.051	.004	0.88	0.93	57,430	.017	-.14
AAD03b	304	2.69	2.84	.051	.004	0.89	0.93	57,199	.005	-.16
AAD03c	281	2.52	2.71	.057	.004	0.96	0.98	54,714	.001	-.20
AAD03d	300	2.76	2.81	.056	.004	0.97	0.98	56,770	.368	-.05
AAD03e	291	2.35	2.29	.062	.005	1.06	1.10	54,464	.420	.05
AAD03f	279	2.35	2.35	.065	.005	1.08	1.09	52,498	.973	.00
AAD03g	290	2.13	2.23	.063	.005	1.08	1.09	53,485	.120	-.09
AAD03h	292	2.63	2.71	.059	.004	1.00	1.02	54,533	.161	-.08
AAD03i	265	3.12	3.15	.056	.004	0.91	0.90	49,741	.505	-.04
AAD03j	295	2.76	2.84	.057	.004	0.98	1.01	54,174	.193	-.08
AAD04a	303	3.45	3.39	.064	.005	1.12	1.20	56,768	.332	.06
AAD04b	299	3.46	3.39	.069	.005	1.20	1.26	56,471	.366	.05
AAD04c	293	2.83	2.96	.077	.006	1.32	1.31	53,832	.107	-.09
AAD04d	289	2.71	2.72	.078	.006	1.33	1.33	52,537	.927	-.01
AAD04e	293	2.74	2.86	.074	.006	1.27	1.29	54,008	.126	-.09
AAD05a	298	2.40	2.56	.063	.005	1.08	1.06	55,758	.011	-.15
AAD05b	254	2.07	2.25	.066	.005	1.05	1.08	45,758	.009	-.16
AAD05c	261	2.34	2.29	.067	.005	1.08	1.08	44,947	.485	.04
AAD05d	275	2.41	2.43	.067	.005	1.10	1.10	48,379	.728	-.02
AAD05e	258	2.14	2.33	.065	.005	1.05	1.05	48,457	.004	-.18
AAD05f	237	1.75	1.97	.064	.005	0.99	1.04	42,302	.001	-.22
AAD05g	177	1.53	1.90	.065	.006	0.86	1.07	179	.000	-.35
AAD05h	198	1.86	2.03	.072	.006	1.01	1.09	35,262	.029	-.16
AAD05i	293	2.73	2.73	.060	.004	1.02	1.00	52,732	.918	-.01
AAD05j	283	2.74	2.76	.063	.005	1.06	1.05	53,628	.718	-.02

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. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.
- 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. You may not see all of these symbols in your report.