Academic Advising, Student Engagement, and Student Success

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RP Conference
Westin Long Beach
April 12, 2018
Agenda
Research Objectives

• Understand trends over time in academic advising experiences & relate trends to the historical context

• Understand how academic advising relates to student success
Administering the CCSSE at BC

• Three CCSSE Administrations
  • Spring 2011 (n=1146)
  • Spring 2014 (n=1215)
  • Spring 2017 (n=1193)
    • Follow-up survey on advising in spring 2018
Follow-up advising survey

- Only Academic Advising special focus item questions
- Conducted via SurveyMonkey in February & March 2018
- Used CCCApply email addresses
- Invited 19,279 students to participate
- Complete responses from 1,844 (9.6% response rate)
  - 1,157 partial responses (6%)
Connecting CCSSE data to outcomes data

• 53.2% of respondents provided their BC student ID
  • Spring 2011 (302/1146)
  • Spring 2014 (819/1215)
  • Spring 2017 (770/1193)
    • Not much respondent overlap across administrations (n=45, 23 from 2017 & 2018 administrations)

• Most spring 2018 follow-up respondents had BC student ID (1824/1843)
  • 643 completed all 20 survey questions
  • 1200 were mostly complete, about 15 questions
  • 10% response rate
  • Did not include the 1157 respondents who only answered the first question
    • Probably due to an issue with 10 sec. lag for those opening the survey on phones
### BC CCSSE Student Participant Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2011</th>
<th>2014</th>
<th>2017*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American or Alaska Native</td>
<td>14</td>
<td>12</td>
<td>41</td>
</tr>
<tr>
<td>Asian and Pacific Islander (Non-Native Hawaiian)**</td>
<td>80</td>
<td>97</td>
<td>101</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>1</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Black or African American</td>
<td>54</td>
<td>48</td>
<td>78</td>
</tr>
<tr>
<td>White</td>
<td>349</td>
<td>272</td>
<td>284</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>560</td>
<td>691</td>
<td>793</td>
</tr>
<tr>
<td>Other Ethnicity</td>
<td>55</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>--</td>
<td>--</td>
<td>38</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1113</td>
<td>1185</td>
<td>1193</td>
</tr>
</tbody>
</table>

*2017 CCSSE allows multiple selections
**2017 CCSSE list "Asian" and "Pacific Islander (Non-Native Hawaiian)" as separate categories
Differences by mode of survey administration

• How to interpret any Differences in the 20 special focus items (counseling questions) between the 2017 in-class administration and the 2018 online administration
  • Many more students in the 2018 said they had not met with a counselor
  • Need to treat data from students who had not met with a counselor as missing data

• Raises question of validity of differences

• Perhaps a method effect?
  • E.g., 65% response rate vs. 10%
CCSSE Survey 3 Year Alignment

• Followed CCSSE Codebook Crosswalk in order to address all variable name/response option changes
• For variables whose response options did not change but whose name changed, updated names of old variables to match 2017 CCSSE
• Recoded simple response option changes
  • Example: 1=Yes 2=No becomes 0=No 1=Yes
• For very different response option changes, reassigned as we saw fit
  • Assigned a confidence level to each response option change
• Created new variables of interest
  • 7 new variables based on race categorization (to track ethnic groups similarly to 2017 CCSSE)
  • METAMAJOR
Research question 1

Understand trends over time in academic advising experiences & relate trends to the historical context.
How often have you used Academic Advising Services?  
(First Year Students)

0 = Never // 1 = 1 time // 2 = 2–4 times // 3 = 5 or more times
(p=0.000)
How satisfied are you with transfer advising / planning services?
(First Year Students)

0 = Not at all // 1 = Somewhat // 2 = Very
(p=0.001)
How important are academic advising/planning services? (All students)

0 = Not at all // 1 = Somewhat // 2 = Very
(p=0.001)
Satisfaction with Academic Advising Services (All Students)

Academic Advising/Planning
- 2011: 1.16
- 2014: 1.17
- 2017: 1.28

Career Counseling
- 2011: 1.07
- 2014: 1.01
- 2017: 1.2

0 = Not at all // 1 = Somewhat // 2 = Very
(p*, p**=0.000)
What changed over time?

SSSP funding improved the counselor to student ratio at BC:
No. of students per counselor

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of students per counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>1,214</td>
</tr>
<tr>
<td>2013-14</td>
<td>1,115</td>
</tr>
<tr>
<td>2014-15</td>
<td>1,044</td>
</tr>
<tr>
<td>2015-16</td>
<td>979</td>
</tr>
</tbody>
</table>

No. of students per counselor
Research Question 2
Understand how academic advising relates to student success
How often have you used academic advising/planning?

Frequency of Academic Advising

- Never: 23%
- 1 time: 24%
- 2–4 times: 16%
- 5 or more times: 3%
Is frequency of advising related to outcomes?

Percentage receiving any award by intensity of engagement with advising/counseling

- Never: 16%
- 1 time: 19%
- 2–4 times: 22%

How often used academic advising in the current academic year

N=3,473, p=.002
Advising varies across metamajors

Percentage of students who had not met with a counselor/advisor in the past year

- Arts, Humanities, & Communication: 37%
- Industrial & Transportation Technology: 36%
- Personal & Career Exploration: 32%
- Public Safety: 31%
- Health Sciences: 31%
- Business: 30%
- Social & Behavioral Sciences: 29%
- Education: 29%
- STEM: 28%
- Agriculture, Culinary Arts & Nutrition: 28%
How are you using CCSSE data?

• Accreditation
• Program review
• Executive briefings
• Sharing CCSSE summary reports
• Conducting analyses of the unitary data
• Integrating into data warehouse